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ABSTRACT

The purpose of this research paper, a descriptive research paper, is to provide the necessary data to show a need for a more intensive study of the impact of academic stress on student-teacher classroom communication and relationships. Participants (n=104) were students 18 years of age who have graduated from high school, parents, teachers, and administrators. The parents involved in this study have or have had a child in secondary or post secondary education. The teachers and administrators are or have been employed in the secondary and/or post secondary educational system for at least one year. Although the majority of the participants were from the United States, a fraction of them were from nations other than the United States. The apparatus used in the research consisted of three sections: (1) the agreement to participate; (2) demographic information; and (3) a survey of the participants attitudes about communication comprehension and trustworthiness. The attitudes of the participants were measured by using a "strongly agree" (SA) to "strongly disagree" (SD) scale and a 5 to 1 scale. The SPSS system was the tool used to analyze, manage, and display data results. Contains 7 tables of data and 14 references. (Author/NKA)

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ED 416 560

IMPACT OF ACADEMIC STRESS ON STUDENT-TEACHER CLASSROOM COMMUNICATION AND RELATIONSHIPS

being

A Research Paper Presented to the Graduate Faculty

of Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

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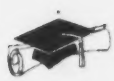

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ABSTRACT

The purpose of this research paper is to provide the necessary data to show a need for a more intensive study of the impact of academic stress on student-teacher classroom communication and relationships. This is a descriptive research paper. The participants (n = 104) were students 18 years of age who have graduated from high school, parents, teachers, and administrators. One half of the participants were male and the other half were female. The parents involved in this study have or have had a child in secondary and or post secondary education. The teachers and administrators are or have been employed in the secondary and or post secondary educational system for at least one year. Although the majority of the participants were from the United States a fraction of them were from nations other than the United States. The apparatus used in this research paper consisted of the following three sections: section 1 - the Agreement To Participate, section 2 - demographic information, and section 3 - a survey of the participants' attitudes about communication comprehension and trustworthiness. The attitudes of the participants were measured by using a Strongly agree (SA) to strongly disagree (SD) scale and a 5 to 1 scale. The SPSS system was the tool used to analyze, manage, and display data results.

TABLE OF CONTENTS

INTRODUCTION....1

Purpose Statement....2

Justification....2

Definitions....3

Academic Stress....3

Burnout....3

ESL....4

Learning styles....4

Nonverbal communication....4

Verbal communication....5

REVIEW OF LITERATURE....6

Crisis in Education....6

Teacher Stress....7

Student Stress....13

Learning Styles....15

METHODOLOGY....19

Restatement of Purpose....19

Participants....19

Apparatus....19

Procedure....20

Step 1....20

Step 2.....20
Step 3.....21
Step 4.....21
Step 5.....21
Step 6.....21
REFERENCES.....60
APPENDIX.....62

TABLE OF TABLES

Table 1	Results	22
Table 2	Demographic Data	23
Table 3	VAR * VAR Cross-Tabs	25
Table 4	Cross-tabs Chi -Square Test Charts	33
Table 5	VAR Crosstabulation	36
Table 6	Discussion	56
Table 7	Survey Responses	70

INTRODUCTION

As the United States grows more technologically complex each day in its efforts to keep in pace with the rest of the world it is important that its technological leaders receive the necessary education and training to enable them to be competitive in the world job market. As scientists, engineers, and multimedia technicians aid to the complexity of job requirements people are finding it more difficult to find substantial employment without some degree of technical training. People who have good skills and training in the various fields of technology, having received a good education at the secondary level, may on occasion find it difficult to find employment which will allow them to support themselves and/or a family at a comfortable level.

Those who lack the necessary skills to be competitive in the job market, having a poor education, will find themselves locked out of the higher paying jobs and working two or three jobs in order to make ends meet. With one or both parents working such extensive hours the children are left alone to study. It is very important that at least one parent minimum would be able to there with and for their children in order to help them and give them needed support. A child may want to do everything he or she can to please a parent, but without the parents being there to encourage and motivate them they will eventually fail or fall short of their goal, and many will drop out of school not realizing their potential.

The National Commission on Excellence in Education is faced with the

task of reconstructing the present system in order to reduce the school dropout rate as well as improve the level of education received. Teaching the necessary skills, techniques, knowledge, and understanding the application of their use, is needed to ensure the success of each person in a technology based world. It is vital that the channels communication and the relationship between student and teacher be built on faith and trust in each other. The improvement of student-teacher classroom communication and relationships at this critical point and time may be the turning point of how successfully the United States school systems will be in their efforts to educate its students. It should also help curve the trend of low competence level testing among high school graduates.

Purpose Statement

The purpose of this research paper will be to provide the necessary data to show need of a more intense study of the impact of academic stress on student-teacher classroom communication and relationship.

Justification

In 1957 a Soviet Union communication satellite, the Sputnik, was launched into orbit to see if it were possible to record the beeps it transmitted, from earth. In 1958 it was launched again along with the U.S. Vanguard and the transmission was a success. In the 1960s, scientist began to use this medium to exchange data. By the 1970s the computer had been introduced to the public and the 1980s gave birth to the internet. The 1990s have ushered in the age of Global Communication. A person can now communicate with one person or as many people as they wish, in different parts of the world simultaneously. Such

world wide technological links as internet, e-mail, and teleconferencing in mass communication makes it possible for exchange of information and data at the touch of a button. Messages can be sent and received at any time of the day or night. For example, instead of staying up all hours of the night or rising early every morning in order to relay a message or receive one from a colleague in Taiwan a person can use e-mail when time is of the essence. Yet, with all the technology of the world at its disposal the United States has failed to solve a serious problem that has plagued our school system for the last twenty-six and one half years. Instead of graduating young adults armed with skills, techniques, knowledge, and an understanding of how to utilize those talents in the work place, the United States is producing a generation of people who are muted and dwarfed, hard to instruct, and hard to lead because they have been denied the motivational stimulation and touch of an educational system which, along with its technology, has evolved with the rest of the world. The relationship and communication network, verbal and nonverbal communication, between students and teachers are a requisite elements making up the complex nurturing foundation of education through interactive learning situations.

Definitions

For the purpose of this research paper, the terms will be defined as follows:

Academic Stress. Swick (1987) defined stress as "an individual's response to life. The initial source of stress is an individual's response to a situation or series of events," (p. 12) in an academic setting.

Burnout. Freudenberger (cited in Faber, 1991) conceived burnout as occurring "in highly motivated workers who react to stress by overworking until

they collapse" (p. 2). As a result terminology's have designated burnout to the variance between a worker's contribution "(what he to she invests in the job) and output (feeling of satisfaction and gratification derived from the work)" (p. 2); a worker's apprehension of a disparity between the two results in feelings of "detachment, emotional exhaustion, and a loss of concern for those with whom one works" (p. 2).

ESL. Two levels of English instruction which assess the "Limited English Proficiency" (Reid, 1995, p. 50), (a) intermediate, (b) advanced.

Learning Styles. Nelson (cited in Reid, 1995) quoted three definitions of learning styles, (a) Keefe, (1979) defined it as "cognitive, affective, and physiology traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (p. 6); (b) Scarcella, (1990) defined it as cognitive and interactional patterns which affect the ways in which students perceive, remember, and think" (p 6); and Ehrman and Oxford (1990) defines it as "preferred or habitual patterns of mental functioning and dealing with new information" (p. 6).

Nonverbal Communication. This form of communication is defined as (a) All messages other than words that people exchange (Devito and Hecht, 1990, p. 4); (b) Malandro and Baker (cited in Devito and Denton, 1989) said nonverbal communication is "the process of (an) individual(s) transmitting nonverbal cues that have the potential to stimulate meaning in the mind(s) of (an) other individual(s)" (p. 2).

Verbal Communication. Verbal or speech communication is a socially learned process, occurring when two or more persons are interacting by transmitting and receiving auditory and visual stimuli which are treated as symbolic cues to which meaning is attached (Ng, 1995, p. 15).

REVIEW OF LITERATURE

Having reviewed the literature for this research paper, it was necessary to investigate the following areas: (a) Crisis in Education, (b) Teacher Stress, (c) Student Stress.

Crisis in Education

Faber (1991) wrote that "Crisis in education is based on empirical data that I and other researchers in the field have collected over the years" (p. xviii). Faber reported in his book that the renewal of interest in our nation's public schools has been moved to the forefront of national issues in the last few years. For many children, the opportunity to receive a good education has become impossible because the schools "are so replete with problems... according to a multitude of local and national reports" (p. 6). Faber (1991) also wrote that "Only 40% of this nation's seventeen-year-olds can comprehend, summarize, and explain what they have read" (p. 1).

Faber (1991) reported that since 1971 there has been no significant progress made or program developed to raise the reading comprehension levels of the students. When compared to 15 competitive industrial nations the United States high school students have lower mean scores on a test measure of mathematical skills and abilities. The United States has "one million" (p. 1) students reported to have dropped out of high school annually. This dropout rate is projected to be at 30%. A report by the National Commission on Excellence in

Education (1983), Nation at risk, bluntly warned of the sarcasm concerning the 'rising tide of mediocrity' in the United States educational facilities.

Goodlad (cited in Faber, 1991) contended that the problems within the American school systems are of such destructive magnitudes that "It is possible that our entire public education system is nearing collapse" (p. 1). On the other hand it has also become obvious to others who have dome studies on the problems within the educational system in the U.S. and the effects it has not only on teachers but on students, also. Studies by Harris and Associates (cited in Faber, 1991) show that "(26 percent)" (p. 1) of all teachers teaching at this time will seek other employment, outside the teaching profession, in the next five years. Faber (1991) also cited a study by Olson and Rodman (1988) which stated that new teachers have a wearing down rate of about 40 to 50% during the first five years of their teaching careers.

Teacher Stress

Faber (1991) reported that crisis in education is also established on "critical reviews" (p. xviii) of the developing "Literature in the field and on the impression gathered from the approximately one hundred interviews that Leonard Wechsler and I have conducted with teacher over the past five years" (p. xviii). Information provided by Faber(1991) has helped educators, administrative officials and the general public to become aware of the predicament of the teacher. Faber (1991) stated that it is very clear how teacher stress and burnout. The impact of stress and burnout among teachers in education as Faber (1991) reported is becoming such that even with handsome

salaries good teachers are hard to find, hire, and keep on retainer. "The most critical impact of teacher stress and burnout will surely be on the teaching process itself, particularly in schools with children who can ill afford a further deterioration of an already troubled educational system and who are unable to gain access to private schools" (Faber, 1991, p. 2). Faber (cited in Friedman and Faber, 1992) stated that 'Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators and their families, students and their families, and all of society' (p.28). Friedman and Faber (1992) also wrote,

> A total of 641 teachers in 40 Israeli elementary schools completed a modified form of the Maslach Burnout Inventory and a composite measure professional self-concept. Results indicated that of several dimensions of professional self-concept, professional satisfaction-how teachers feel about the gratification they receive from teaching-bore the strongest negative correlation to burnout; That among the possible discrepancies among scores on the self-concept dimensions, the discrepancy between teachers' views of themselves as professionally competent and professionally satisfied bore the strongest correlation to burnout; that stronger correlations, to burnout existed in terms of how teachers' perceive themselves rather than how they feel that others perceive them; and that from the point of view of teachers, both parents and principals have an exaggerated sense of teachers' professional

> satisfaction, discrepancies that in both cases were significantly correlated with burnout. Teachers, it was argued, need to give themselves credit for even partial educational success, to prevent burnout (p. 28).

Tift (cited in Stern, 1994) reported that while a large portion of the rural principals desire to be model of instructional leaders they normally wear a variety of hats such as being the acting principal who many times double as superintendent, teaching, coordinating, personnel director, and business manager. Stern (1994) reported that unlike nonrural principals the rural principals were found to be younger and quite often having only a B.A. and even less having a M.A. Rural principals of the female gender had less education and received noticeably less in terms of salaries than their male counterparts. Student counsellors are even reporting burnout among themselves. Jupp and Shaul (1997) wrote that while the length of time counseling affected the level of burnout it did not affect the level of distress. The notable correlation between distress and burnout was positive. The level of work related stress was also notably correlated with distress and burnout, but it had a stronger effect on burnout as stated by Jupp and Shaul (1997). If by nature the process of educating isn't complicated enough, the Department of Agriculture in 1995 (cited in Harris, 1997) reported that parents were investing a great deal of money into their children to see to it that they come out ahead. Those United States families with income of $56,000 a year or better spent $11,320 to 12,550 a year per child. The parents provided for more than the basic necessities of the normal life

of a child. Many parents go beyond what would be classified as normal to invest

in private preschool and by doing so spending anywhere from $3,000 dollars a year to $13,000 a year, extending through all grade levels.

Harris (1997) also reported that with parents pushing so intensely children can no long compete for the sake of dessert. Instead the parents try to "rig the game" (p. 3) by holding their children back so that they will be bigger and smarter than their classmates. Many parents held their children back hoping they would be classified as either gifted or as having a learning disability reported Harris (1997).

The most recent research stated that 10% to 15% of the children in public school systems were reported as gifted, compared to 3% ten years ago, "While the number of kids diagnosed with attention deficit disorder (ADD) and prescribed Ritalin for it has gone up 2 1/2 times since 1990 to 1.3 million. Gerald Coles (cited in Harris, 1997) said that most of the children are neither and he also said, 'Shoehorning kids into programs where they don't belong never really works out well' (p. 3). Stress and burnout continue to hamper the processes of communication which takes place between students, teachers, parents, and administrators. Because the present National Commission on Excellence in Education has been unable to find a way to rejuvenate the qualitative level of communication between student-teacher, parent-teacher, teacher-teacher, and teacher-administration, many of the current teachers have continued their search for new employment" (p. 2).

The stress of teaching has been around as long as there have been

teachers, however, the "recognition of a serious morale problem among teachers in this country" (Faber, 1991, p. 2), has been more explicit in the last three decades. In the 1960s the term burnout was used in reference to drugs. Freudenberger (cited in Faber, 1991) now used the word "to characterize the physical and psychological" (p. 5) state of being concerning the service providers. For his first victim of stress, Freudenberger (cited in Faber, 1991) wrote the following about himself:

> One serious consequence of working in a free clinic which I have personally experienced is the 'burnt out' syndrome. Just consider for a minute what it can do to one working in a free clinic. Such work requires that most of what you do there you do after your normal professional working hours... And you put a great deal of yourself in the work... If one wants to work in a free clinic or therapeutic community, one cannot permit oneself to so overextend his personal and emotional resources that he collapses (p. 6).

Maslach and Pines (cited in Faber, 1991) revealed a direct contrast from Freudenberger when studying burnout from the social-psychological outlook. Maslach (cited in Faber, 1991) took a paper he had written on burnout and presented it to the members of the American Psychological Association. It was then Maslach brought to the attention of the researchers the possibility of "role-related stress in professionals-especially work overload-could lead to what is known as dehumanized treatment of clients" (Faber, 1991, p. 10). Pine (cited in Faber, 1991, p. 10) on the other hand while working individually and as

a teammate with Maslach, they did an investigation on stress among Israeli army officials. By working in this fashion the researchers were able to collect data on thousands of laborers within a large variety of "human service jobs" (p. 10).

As a results of Maslach and Pines using a social-psychological approach to investigate burnout, they found it had three primary dimensions: emotional exhaustion (feeling drained, and used up), depersonalization (feeling 'hardened' emotionally, treating recipients as if they were impersonal objects), lack of personal accomplishment (feeling ineffective and inadequate) (Faber, 1991, p. 11). After using the broadly used Maslach Burnout Inventory (Maslach and Johnson, 1981, 1986), to assess the three factors of burnout, Maslach (cited in Faber, 1991) focused on and "emphasized emotional exhaustion and worker detachment" (p, 11). "Maslach saw stress leading to greater worker withdrawal" (Faber, 1991, p. 11). Freudenberger's (cited in Faber, 1991) hypothesis held that a person "intensified work effort as a reponse to frustration and stress" ('The only way to stem the flood of demands... is to put more hours and more effort') (p. 11).

Freudenberger (cited in Faber, 1991) viewed burn-out individuals as "still conscientious and hard-working" (p. 14). While Maslach (cited in Faber, 1991) and Pine (cited in Faber, 1991) saw them as displaying the characteristics of having "nothing left in them to give" (p. 14). Faber (1991) wrote, "While both patterns occur among teachers, it is, unfortunately, the latter picture of burnout that is more typical of teachers in our society" (p. 14).

Student Stress

The U.S. Department of Education (1996) reported that a study done on the 1992-94 school years revealed that in 1993 20% of the students attending school between grades 3-12 attended public school while 9% of these students attended private school. "In addition, parents of 39% of students reported that their child attended an assigned public school, but their choice of residence was influenced by where the child would go to school" (Department Of Education, 1996, p. 46)

The U.S. Department of Education (1996) also stated; that 23% of black students compared to 19% of Caucasian students would attend schools chosen by their parents; families with income less than $15,000 a year will have attended a school chosen by their parents; of the families making over $50,000 a year 16% will have attended private schools while 9% will have attended a chosen school. It was also reported tat the parents of children who attended private school found some guise to be satisfactory while those with children who attended assigned schools found things such as "... the school itself, teachers, academic standards, and discipline policy..." (U.S. Department Of Education, 1996, p. 46) to be to their satisfaction.

Swick (1987) wrote that one of the most important things to understand is that children experience stress on a concrete level while adults do not (p. 16). For example, when adults have identified the stressors in their lives they would relate to "specific events of patterns of events" (Swick, 1987, p. 16). A child will respond stressfully to "anticipated situations or to contexts that are unclear, confusing, or too demanding " (Swick, 1987, p. 16). Swick (1987) pointed out

that it has become important to be able to isolate and understand the stressors in order to help children control the stressors or in most cases control how they, the children, respond to stressors. Stressors can be either positive or negative. An example of a positive stressor would be for a child to have to wait, for what to them may be a long period of time, to receive a earned reward. An example of a negative stressor would be for a child, who is anticipating punishment for something he or she had done, to have to wait until their father gets home. If a child has not understood the stressor and they are allowed to be afraid for a long period of time it will be more difficult to alter their stress level whenever the stressor is present.

Swick (1987) suggested that adults reflect upon a lifetime of experiences to form their perception of what is and is not a stressor, but a child will "tend to internalize the stress experienced by the parents (p. 17). Swick (1987) Also wrote that in order to successfully help a child manage a stressful situation it is important to understand that "adult-perceived stress is integral to planning that will help children respond to stress" (p. 17) in a more positive manor. What has made treating stress in children more difficult is their inherent nature to copy the strategies of their parents when confronted by a stressor whether they are good or bad. Swick (1987) stated that most stress in children is experienced as a sense of "powerlessness," (p. 17) as in a case of frustration which a young child would feel after being separated from a parent or an older sibling in a large department store or shopping mall.

Swick (1987) wrote that once the child has grown into his or her teenage

years they will respond to stressors in much the same way the person or persons with the most influence over their life would. Whatever personality traits and behaviors a young adult displays at home are what they will take into other environments. The pattern a child uses to deal with stressful situations will determine how soon they will suffer burnout. Swick (1987) reported that data on academic pressures to perform tasks such as completing assignments, acquiring new information, and solving problems, were among the normal stressors in the classroom. Swick (1987) also pointed out that the above stressors have been compounded by student-teacher relationship, student behavior, teacher behavior, behavioral influence of other students, program philosophy, and classroom organization (p. 22).

Learning Styles

Emma Violand-Sanchez (cited in Reid, 1995) arranged a meeting with 20 ESL (Limited English Proficiency) students of a secondary school who were not obligated to attend their classroom functions on a regular bases. These were students who were "identified as potential dropouts" (Reid, 1995, p. 48). The meeting took place in the early 1980s. All of the students were Hispanic, and the majority of them were male. Violand-Sanchez (cited in Reid, 1995) wanted to find out why they chose not to attend school and why they were not "motivated" (p. 48) to attend classes. The fruit of the question presented to the students by Violand-Sanchez revealed several stressors such as , the need to work in order to help support the family, and having to repeat the same "ESL level again" (p.

48). The ESL students answering the questions presented by Violand-Sanchez also wanted to know "Why do we need two periods of grammar, and why can't we study science" (p. 48)?

Understanding the validity of the questions and answers, Violand-Sanchez (c9ted in Reid, 1995) realized that the curriculum did not address the needs of the students. Violand-Sanchez wrote, "Most of them were repeating a level because they had not passed as exit test: moreover, they were receiving two periods of grammar, one period of writing and study skills" (p. 48). Without the skills needed to provide a productive and effective level of student-teacher communication, it has been very difficult for teachers to gain the trust of the students in order to help them attempt to develop a more nurturing, positive and functional future. Bassano and Christison (cited in Reid, 1995) wrote, "Visual communication is universal and international; there are no limitations imposed by pronunciation, vocabulary, or grammar" (p. 65).

Among Hispanics the dropout rate was continuing to climb because of "deficiencies in their previous schools" (Reid, 1995, p. 49). A study Bassano and Christison (cited in Reid, 1995) revealed that activities such as "drawing when appropriately cued by teacher" (p. 66) allowed students to express themselves, and by sharing what they believe to be their own personal and unique experiences students found that others had had the same or similar experiences (p. 67). Bassano and Christison wrote, " Artwork, always emotionally charged, arises from and stimulates feelings, and it can be used within curriculum" (p. 66).

This in turn fostered a spirit of "empathy for their peers" (p. 67).

Violand-Sanchez (cited in Reid, 1995) in conclusion of their study wrote, "in Arlington they" (p. 61), Violand-Sanchez, "found that having both theoretical and empirical evidence of the benefits of using integrated thematic units" (p. 61), to study student stress. Violand-Sanchez found they could do a better job of helping students understand and manage stressful situations. Here are some examples Violand-Sanchez has provided to show the learning environment was improved for one test group: (a) build on what they know, and form relationships, (b) tie together concepts from different subject areas, (c) learn skills that cut across all content areas, (d) develop an understanding of concepts, language, and skills necessary for academic success, (e) find their learning meaningful through application to real-life situation" (p. 61). Thus, Violand-Sanchez concluded that learning would become more meaningful.

Swick (1987) pointed out that a person's readiness to deal with stress will dictate how they will respond to others in stressful moments. The way a person dealt with stress was not much different from learning any new experience. Swick (1987) also wrote, "The more one is cognizant of the elements existent in the situation, the more likely it is that the person can handle it" (p. 19). To expect a young child or adolescent to respond "like an adult" (p. 19) has consistently created situations of conflict.

Swick (1987) wrote, "Unrealistic social and academic expectations on the part of teachers and parents is a major cause of stress and, thus, discipline

problems, particularly when children and adolescents are provided little emotional support to handle these context (10,31,55)" (p. 19). Swick (1980) pointed out that teachers just like their students are affected by everything in their environment and are no "strangers to environmental stressors" (p. 11).

Swick (1980) reminded readers that among the stressors affecting teachers were teacher colleague relationships, relationships with administrative officials, attempting to communicate and supply the needed resources of each individual student, which will vary from student to student because of their many differing interests and individual abilities, not to mention the teachers reaction to the inattentive students. Swick (1980) suggested in his study that "Teachers are concerned about whether their students like them; they also feel compelled to try to reciprocate and like their students" (p. 12).

King (1986) wrote that the reaction to chronic job stress is overly exhibited in burnout. King (1986) suggest two approaches which can be used to alleviate psychological stresses in a life-event change: (a) Locate effective communication strategies which can be employed by a person to ameliorate the effects of the change, (b) Locate others who are willing to help develop a communication strategy for moderating the effects of change.

METHODOLOGY

This paper will be descriptive research.

Restatement of purpose

The purpose of this research paper will be to provide the necessary data to show need of a more intensive study of the impact of academic stress on student-teacher classroom communication and relationships.

Participants

The participants (n = 104) will be students 18 years of age and older who have graduated from high school, parents, teachers, and administrators. One half of the participants will be male and the other half female. The parents involved in this study will have or at some point have had a child or children attending secondary and/or post secondary education. The teachers participating in the study will have been employed in the secondary and/or post secondary school system for at least one year. The majority of the participants will be from the United States with a fraction of them being from nations other than the United States. International students at the university and college level will also be included in the study.

Apparatus

The apparatus to be used in this research paper consists of three sections. The first section will be the agreement of participation (see Appendix A). The second section will be the demographic information form (see Appendix B). The demographic form will request information about age, gender, cultural

background, race and ethnic background, parental, student, teacher, and administrative status. The third section will consist of 2 questionnaires which will survey the participants' attitudes and beliefs concerning student-teacher classroom communication and relationships within the school system. The first questionnaire will also focus on the communication process which takes place between students, parents, teachers, and administrators. The second questionnaire will focus on the attitudes of the participants concerning the individual level of trust between students, parents, teachers, and administration (see Appendix C). Survey responses pertaining to how the participants feel individually about the level of trust among those involved in the United States Educational Program will be collected and analyzed by using a five point scale ranging from trustworthy to untrustworthy. Survey responses pertaining to how the participants feel individually about the level of communication competence will use the five point scale ranging from strongly agree to strongly disagree (see Appendix D).

Procedure

For the purpose of this study, the researcher will use the ECCO (Episodic Communication Channels In Organizations) to collect data and the SPSS Batch System Comprehensive Tool for managing, analyzing, and displaying data. The study will be divided into six steps:

Step 1. The researcher will randomly select students 18 years of age and older, parents, teachers, and administrators to participate in the research.

Step 2. Before conducting the survey the researcher will explain its

purpose. The participants will be given 10-15 minutes to complete the questionnaire.

Step 3. The researcher will distribute the questionnaires among students 18 years of age and over, parents, teachers, and administrators. The researcher will use the ECCO (Episodic Communication Channels in Organizations) Analysis questionnaire which is designed to chart individual messages and channels. SPSS is designed as a task-oriented approach for running analysis and obtaining results immediately.

Step 4. The data from the ECCO analysis will be analyzed to chart out the participants' feedback.

Step 5. The researcher will diagnose the communication network by first using the ECCO analysis to study comprehensiveness of communication, second by using communication logs to record all system messages, third, analyze the flow of information through the traditional information channels to evaluate its effectiveness.

Step 6. Using the prepared survey reports, the researcher will collect and analyze the data on participants' attitudes concerning the critical impact of academic stress on student-teacher communication and relations in learning situations.

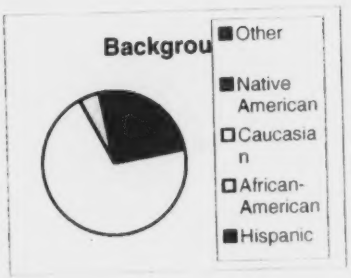
RESULTS

The participants returned their surveys, from which the researcher gathered and completed data. The percentage of each item from a series of questions was figured with the SPSS Pearson Chi-Square assessment tool in order to determine the significant effect of academic stress on student-teacher classroom communication and relationships.

Demographic testing showed gender, age, race, and ethnic background to have little effect on how much trust there was between student, parent, teacher, and administrator. The significance level near .000 indicated a highly significant correlation between communication styles, habits and trustworthiness.

Value	Valid Label	Cum Value	Frequency	Percent	Valid Percent	Cum Percent
Other		1	21	20	20.2	20.2
Native Am		2	2	1.9	1.9	22.1
Caucasian		3	73	69.5	70.2	92.3
African-Am		4	5	4.8	4.8	97.1
Hispanic		5	3	2.9	2.9	100
	.		1	1 Missing		
	Total		105	100	100	

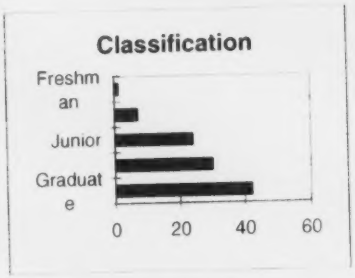
Valid cases 104 Missing cases 1



CLASSIFI

Value	Valid Label	Cum Value	Frequency	Percent	Valid Percent	Cum Percent
Graduate		1	42	40	40.4	40.4
Senior		2	30	28.6	28.8	69.2
Junior		3	24	22.9	23.1	92.3
Sophomore		4	7	6.7	6.7	99
Freshman		5	1	1	1	100
	.		1	1 Missing		
	Total		105	100	100	

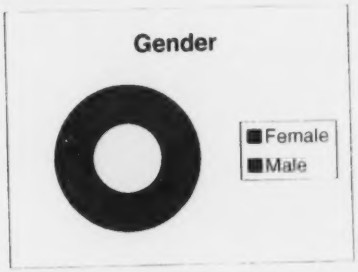
Valid cases 104 Missing cases 1



GENDER

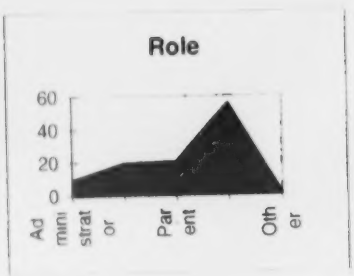
Value	Valid Label	Cum Value	Frequency	Percent	Valid Percent	Cum Percent
Female		1	52	49.5	50	50
Male		2	52	49.5	50	100
	.		1	1 Missing		
	Total		105	100	100	

Valid cases 104 Missing cases 1



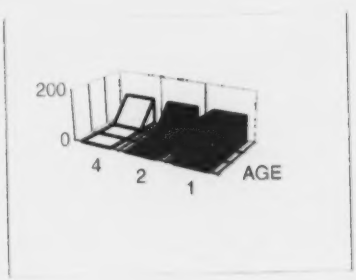
ROLE

Label	Value	Frequency	Valid Percent	Cum Percent	Percent
Administra	1	9	8.6	8.7	8.7
Teacher	2	19	18.1	18.3	26.9
Parent	3	20	19	19.2	46.2
Student	4	55	52.4	52.9	99
Other	5	1	1	1	100
	.	1	1 Missing		
	Total	105	100	100	
Valid	cases	104	Missing cases		1



AGE

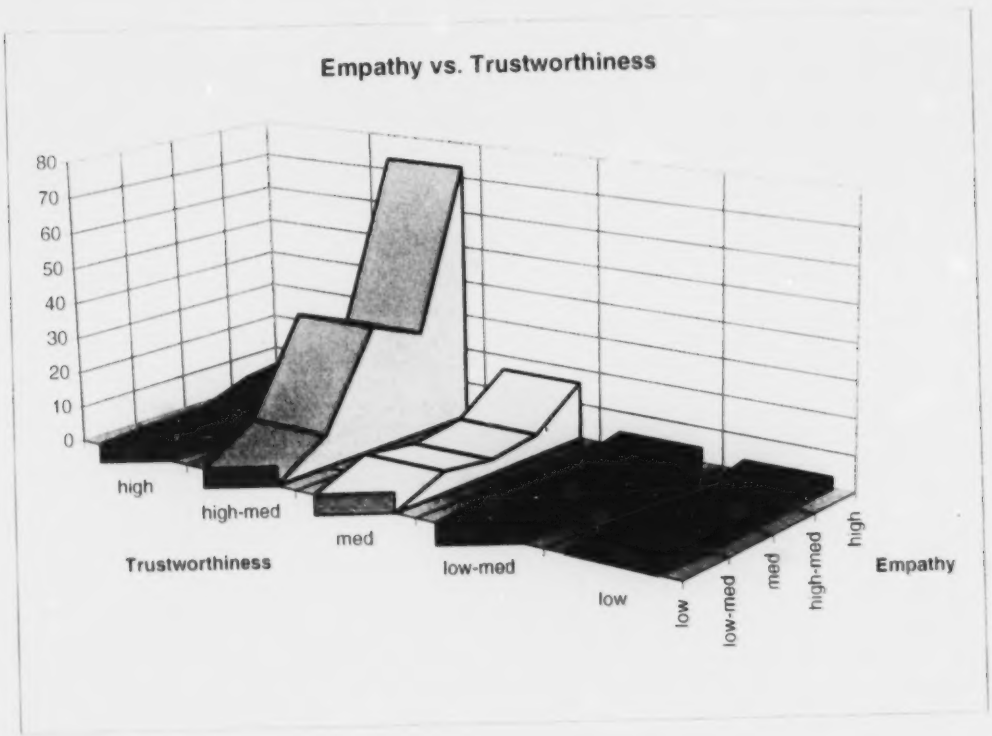
Value	Valid Label	Cum Value	Frequency	Percent	Percent	Percent
		1	102	97.1	98.1	98.1
		2	1	1	1	99
		4	1	1	1	100
	.		1	1 Missing		
	Total		105	100	100	
Valid	cases		104	Missing cases		1



VAR013 * VAR037 Crosstabulation

Count

VAR013		VAR037					Total
		1 low	2 low-med	3 med	4 high-med	5 high	
	1 low	1	1	1			3
	2 low-med		1	2	1		4
	3 med		6	4	6		16
	4 high-med		9	35	29		73
	5 high		1	1	6		8
Total		1	18	43	42		104



When a crosstabulation using Pearson Chi-square was performed on VAR13 and VAR37 the results revealed a highly significant correlation (.000) between empathy and trustworthiness. The correlation between trustworthiness and roles was not significant.

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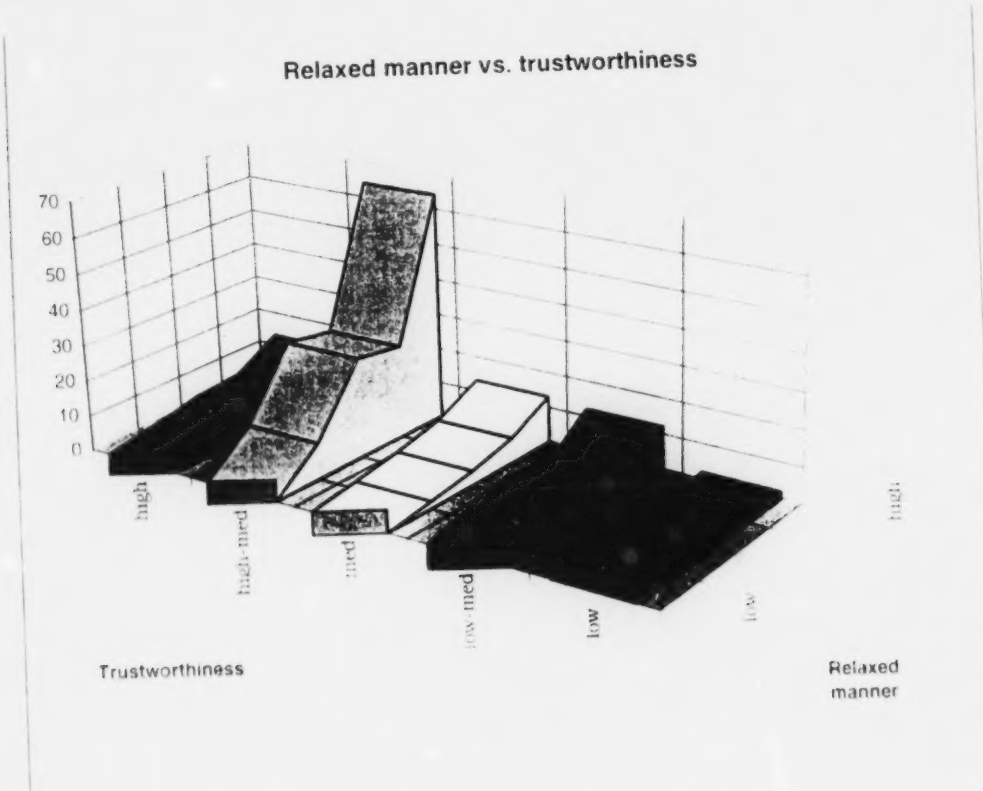
VAR016 * VAR037 Crosstabulation

Count

VAR016 Relaxed		VAR037 Trust 1 low	2 low-med	3 med	4 high-med	5 high	Total
	1 low	1	1				2
	2 low-med		3	6	3		12
	3 med		2	4	7		13
	4 high-med		10	28	26		64
	5 high		2	5	6		13
Total		1	18	43	42		104

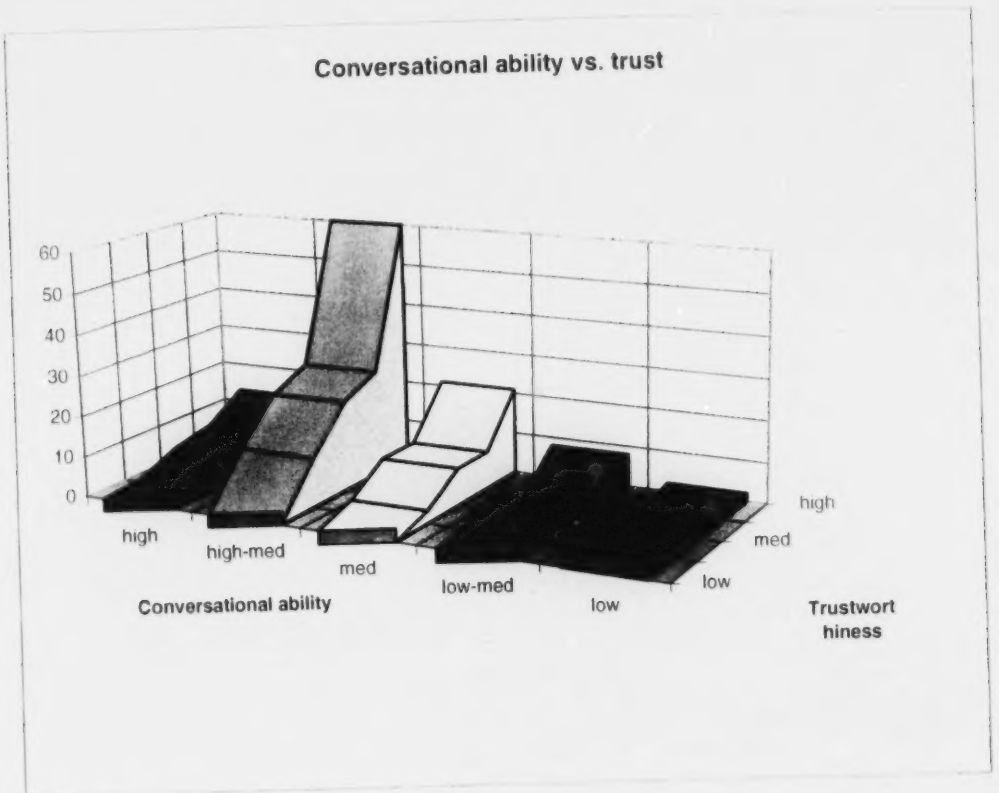


When a crosstabulation using Pearson Chi-square was performed on VAR16 and VAR37 the results revealed a highly significant correlation (.000) between relaxed manner and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR021 * VAR037 Crosstabulation

Count

VAR021 conversational	VAR037 trust 1 low	2 low-med	3 med	4 high-med	5 high	Total
1 low	1	1				2
2 low-med		1	7			8
3 med		3	9	9		21
4 high-med		12	22	26		60
5 high		1	5	7		13
Total	1	18	43	42		104

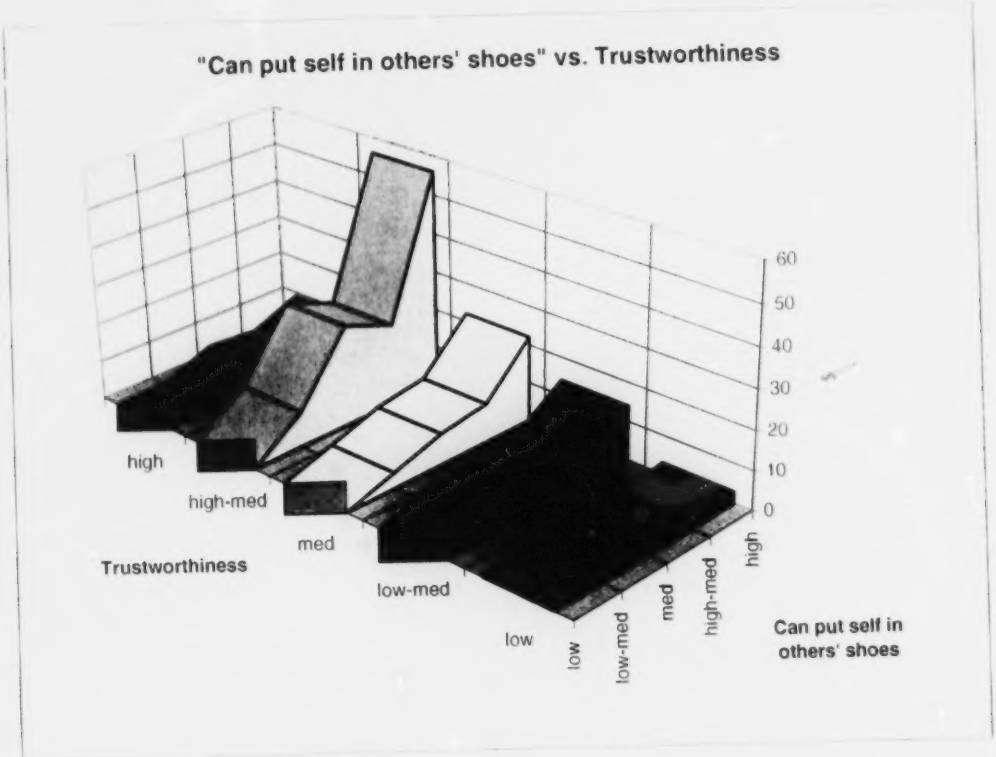


When a crosstabulation using Pearson Chi-square was performed on VAR21 and VAR37 the results revealed a highly significant correlation (.000) between conversational ability and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR024 * VAR037 Crosstabulation

Count

VAR024	VAR037					Total
		1	2	3	4	5	
		low	low-med	med	high-med	high	
	1 low	1	1		1		3
	2 low-med		4	4	6		14
	3 med		4	8	10		22
	4 high-med		9	26	21		56
	5 high			5	4		9
Total		1	18	43	42		104

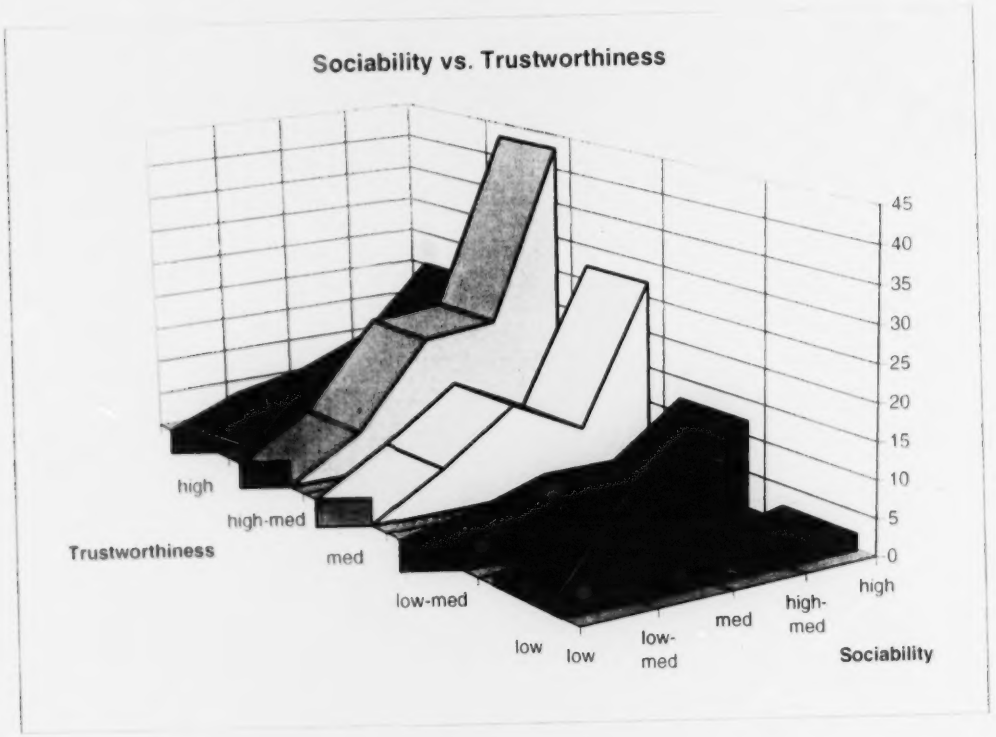


When a crosstabulation using Pearson Chi-square was performed on VAR24 and VAR37 the results revealed a highly significant correlation (.000) between putting self in others' shoes and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR029 * VAR037 Crosstabulation

Count

VAR029		VAR037					Total
		1 low	2 low-med	3 med	4 high-med	5 high	
	1 low	1		1			2
	2 low-med		2	5	5		12
	3 med		6	13	8		27
	4 high-med		6	18	19		43
	5 high		4	6	10		20
Total		1	18	43	42		104

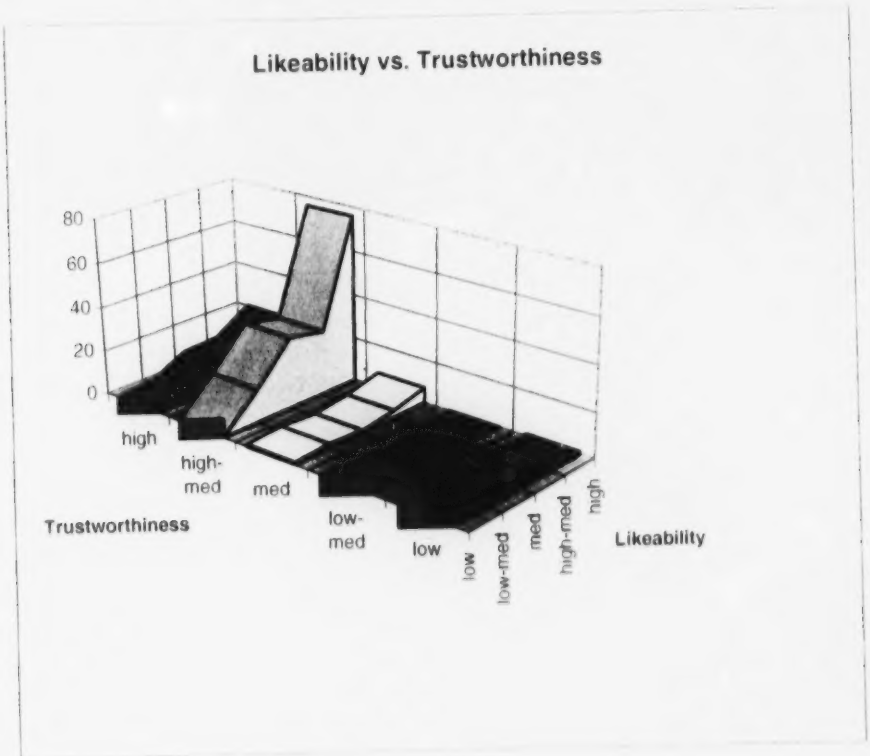


When a crosstabulation using Pearson Chi-square was performed on VAR29 and VAR37 the results revealed a highly significant correlation (.000) between sociability and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR030 * VAR037 Crosstabulation

Count

VAR030	VAR037					Total
	low	2 low-med	3 med	4 high-med	5 high	
1 low			1			1
2 low-med						
3 med	1	2	1	3		7
4 high-med		15	32	29		76
5 high		1	9	10		20
Total	1	18	43	42		104

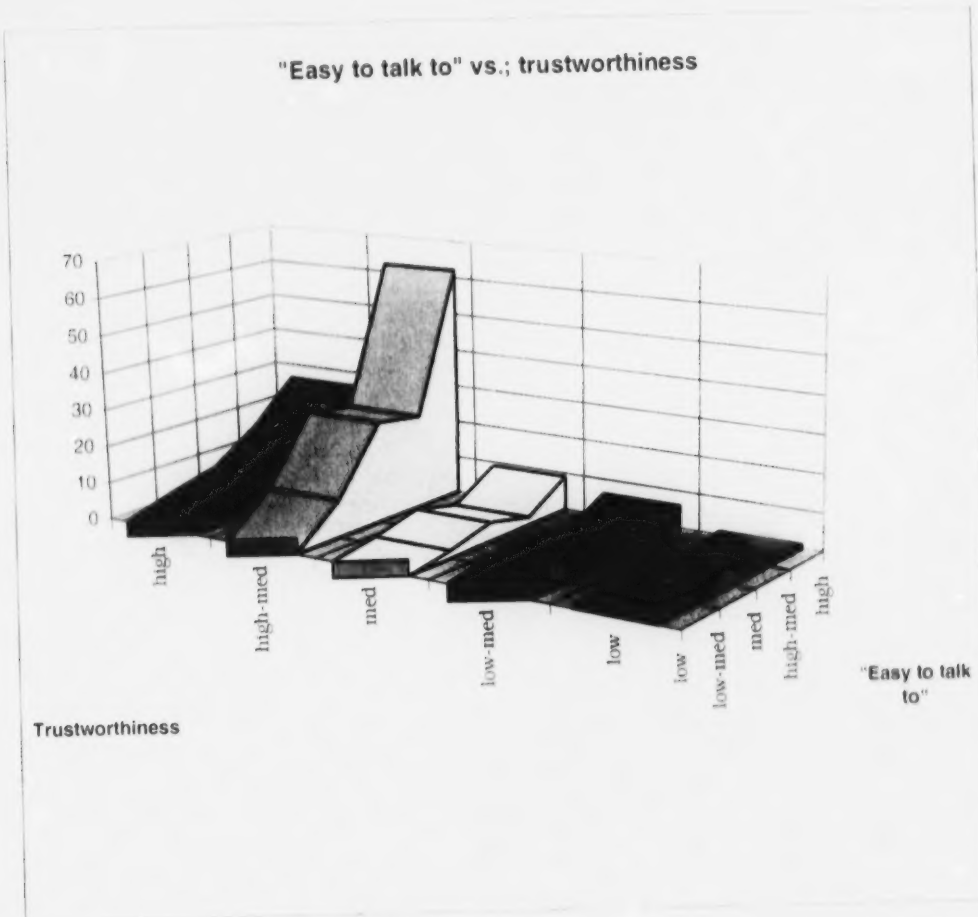


When a crosstabulation using Pearson Chi-square was performed on VAR30 and VAR37 the results revealed a highly significant correlation (.000) between likeability and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR09 * VAR037 Crosstabulation

Count

VAR09		VAR037					Total
		1	2	3	4	5	
		low	low-med	med	high-med	high	
	1 low	1					1
	2 low-med		2	4			6
	3 med		2	5	2		9
	4 high-med		10	27	25		62
	5 high		4	7	15		26
Total		1	18	43	42		104



When a crosstabulation using Pearson Chi-square was performed on VAR09 and VAR37 the results revealed a highly significant correlation (.000) between those who are easy to talk to and trustworthiness. The correlation between trustworthiness and roles was not significant.

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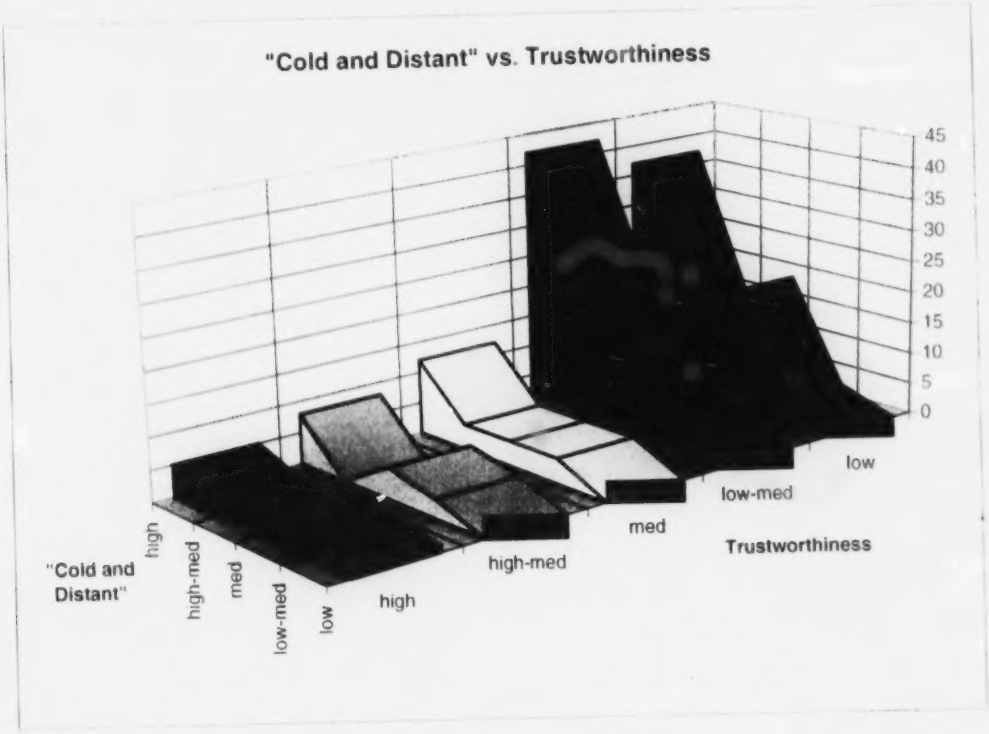
Cold and distant vs. Trustworthy

VAR08 * VAR037 Crosstabulation

Count

VAR08		VAR037					Total
		1	2	3	4	5	
		low	low-med	med	high-med	high	
	1 low		3	19	15		37
	2 low-med		6	15	21		42
	3 med		4	4	4		12
	4 high-med		3	5			8
	5 high		2		2	1	5
Total			18	43	42	1	104



When a crosstabulation using Pearson Chi-square was performed on VAR08 and VAR37 the results revealed a significant negative correlation (.000) between "cold and distant" and trustworthiness. The correlation between trustworthiness and roles was not significant.

VAR08 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR08	1.00		3	19	15	37
	2.00		6	15	21	42
	3.00		4	4	4	12
	4.00		3	5		8
	5.00	1	2		2	5
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	35.662[a]	12	.000
Likelihood Ratio	26.214	12	.010
Linear-by-Linear Association	8.820	1	.003
N of Valid Cases	104		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .05

VAR011 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR011	1.00	1	1	8	4	14
	2.00		10	20	23	53
	3.00		4	6	11	21
	4.00		1	7	2	10
	5.00		2	2	2	6
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	14.948[a]	12	.244
Likelihood Ratio	12.539	12	.403
Linear-by-Linear Association	.037	1	.848
N of Valid Cases	104		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .06

VAR013 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR013	1.00	1	1	1		3
	2.00		1	2	1	4
	3.00		6	4	6	16
	4.00		9	35	29	73
	5.00		1	1	6	8
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	46.563[a]	12	.000
Likelihood Ratio	20.563	12	.057
Linear-by-Linear Association	10.587	1	.001
N of Valid Cases	104		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

VAR029 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR029	1.00	1		1		2
	2.00		2	5	5	12
	3.00		6	13	8	27
	4.00		6	18	19	43
	5.00		4	6	10	20
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	55.251[a]	12	.000
Likelihood Ratio	13.383	12	.342
Linear-by-Linear Association	2.432	1	.119
N of Valid Cases	104		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .02.

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VAR024 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR024	1.00	1	1		1	3
	2.00		4	4	6	14
	3.00		4	8	10	22
	4.00		9	26	21	56
	5.00			5	4	9
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	39.820[a]	12	.000
Likelihood Ratio	15.793	12	.201
Linear-by-Linear Association	2.158	1	.142
N of Valid Cases	104		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .03.

VAR030 * VAR037 Crosstabulation

Count

		VAR037				Total
		2.00	3.00	4.00	5.00	
VAR030	1.00			1		1
	3.00	1	2	1	3	7
	4.00		15	32	29	76
	5.00		1	9	10	20
Total		1	18	43	42	104

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	19.665[a]	9	.020
Likelihood Ratio	12.527	9	.185
Linear-by-Linear Association	3.079	1	.079
N of Valid Cases	104		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .01.

VAR01

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	4	3.8	3.8	3.8
	3.00	4	3.8	3.8	7.7
	4.00	58	55.2	55.8	63.5
	5.00	38	36.2	36.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR010

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	4	3.8	3.8	3.8
	2.00	28	26.7	26.9	30.8
	3.00	15	14.3	14.4	45.2
	4.00	40	38.1	38.5	83.7
	5.00	17	16.2	16.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR011

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	14	13.3	13.5	13.5
	2.00	53	50.5	51.0	64.4
	3.00	21	20.0	20.2	84.6
	4.00	10	9.5	9.6	94.2
	5.00	6	5.7	5.8	100.0
	.	1	1.0	Missing	

Total	105	100.0	100.0

Valid cases 104 Missing cases 1

VAR012

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	31	29.5	29.8	29.8
	2.00	61	58.1	58.7	88.5
	3.00	8	7.6	7.7	96.2
	4.00	2	1.9	1.9	98.1
	5.00	2	1.9	1.9	100.0
	.	1	1.0	Missing	
Total		105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR013

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	4	3.8	3.8	6.7
	3.00	16	15.2	15.4	22.1
	4.00	73	69.5	70.2	92.3
	5.00	8	7.6	7.7	100.0
	.	1	1.0	Missing	
Total		105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR014

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	5	4.8	4.8	7.7

3.00	11	10.5	10.6	18.3
4.00	73	69.5	70.2	88.5
5.00	12	11.4	11.5	100.0
.	1	1.0	Missing	
Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR015

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	4	3.8	3.8	4.8
	3.00	17	16.2	16.3	21.2
	4.00	72	68.6	69.2	90.4
	5.00	10	9.5	9.6	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR016

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	12	11.4	11.5	13.5
	3.00	13	12.4	12.5	26.0
	4.00	64	61.0	61.5	87.5
	5.00	13	12.4	12.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR017

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent

1.00	1	1.0	1.0	1.0
2.00	3	2.9	2.9	3.8
3.00	3	2.9	2.9	6.7
4.00	78	74.3	75.0	81.7
5.00	19	18.1	18.3	100.0
.	1	1.0	Missing	
Total	105	100.0	100.0	

alid cases 104 Missing cases 1

'AR018

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	11	10.5	10.6	13.5
	3.00	12	11.4	11.5	25.0
	4.00	62	59.0	59.6	84.6
	5.00	16	15.2	15.4	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR019

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	3	2.9	2.9	3.8
	3.00	12	11.4	11.5	15.4
	4.00	67	63.8	64.4	79.8
	5.00	21	20.0	20.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR02

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	4	3.8	3.8	3.8
	3.00	6	5.7	5.8	9.6
	4.00	60	57.1	57.7	67.3
	5.00	34	32.4	32.7	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR020

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	7	6.7	6.7	8.7
	3.00	10	9.5	9.6	18.3
	4.00	64	61.0	61.5	79.8
	5.00	21	20.0	20.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR021

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	8	7.6	7.7	9.6
	3.00	21	20.0	20.2	29.8
	4.00	60	57.1	57.7	87.5
	5.00	13	12.4	12.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR022

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	3.00	9	8.6	8.7	9.6
	4.00	72	68.6	69.2	78.8
	5.00	22	21.0	21.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR023

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	10	9.5	9.6	10.6
	3.00	11	10.5	10.6	21.2
	4.00	65	61.9	62.5	83.7
	5.00	17	16.2	16.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR024

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	14	13.3	13.5	16.3
	3.00	22	21.0	21.2	37.5
	4.00	56	53.3	53.8	91.3
	5.00	9	8.6	8.7	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR025

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	5	4.8	4.8	4.8
	3.00	8	7.6	7.7	12.5
	4.00	70	66.7	67.3	79.8
	5.00	21	20.0	20.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR026

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	16	15.2	15.4	16.3
	3.00	18	17.1	17.3	33.7
	4.00	58	55.2	55.8	89.4
	5.00	11	10.5	10.6	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR027

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	4	3.8	3.8	4.8
	3.00	5	4.8	4.8	9.6
	4.00	80	76.2	76.9	86.5
	5.00	14	13.3	13.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR028

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	19	18.1	18.3	18.3
	2.00	61	58.1	58.7	76.9
	3.00	12	11.4	11.5	88.5
	4.00	9	8.6	8.7	97.1
	5.00	3	2.9	2.9	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR029

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	12	11.4	11.5	13.5
	3.00	27	25.7	26.0	39.4
	4.00	43	41.0	41.3	80.8
	5.00	20	19.0	19.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR03

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	2	1.9	1.9	1.9
	3.00	2	1.9	1.9	3.8
	4.00	60	57.1	57.7	61.5
	5.00	40	38.1	38.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR030

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	3.00	7	6.7	6.7	7.7
	4.00	76	72.4	73.1	80.8
	5.00	20	19.0	19.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR031

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	3	2.9	2.9	3.8
	3.00	13	12.4	12.5	16.3
	4.00	71	67.6	68.3	84.6
	5.00	16	15.2	15.4	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR032

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	6	5.7	5.8	7.7
	3.00	13	12.4	12.5	20.2
	4.00	63	60.0	60.6	80.8
	5.00	20	19.0	19.2	100.0

.	1	1.0	Missing
Total	105	100.0	100.0

Valid cases 104 Missing cases 1

VAR033

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	6	5.7	5.8	7.7
	3.00	13	12.4	12.5	20.2
	4.00	64	61.0	61.5	81.7
	5.00	19	18.1	18.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR034

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	7	6.7	6.7	9.6
	3.00	29	27.6	27.9	37.5
	4.00	56	53.3	53.8	91.3
	5.00	9	8.6	8.7	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR035

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	3	2.9	2.9	2.9
	2.00	11	10.5	10.6	13.5
	3.00	21	20.0	20.2	33.7

4.00	56	53.3	53.8	87.5
5.00	13	12.4	12.5	100.0
.	1	1.0	Missing	
Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR036

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	2	1.9	1.9	3.8
	3.00	17	16.2	16.3	20.2
	4.00	73	69.5	70.2	90.4
	5.00	10	9.5	9.6	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR037

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	1	1.0	1.0	1.0
	3.00	18	17.1	17.3	18.3
	4.00	43	41.0	41.3	59.6
	5.00	42	40.0	40.4	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR038

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent

1.00	1	1.0	1.0	1.0
2.00	6	5.7	5.8	6.7
3.00	14	13.3	13.5	20.2
4.00	48	45.7	46.2	66.3
5.00	35	33.3	33.7	100.0
.	1	1.0	Missing	
Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR039

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	4	3.8	3.8	3.8
	2.00	6	5.7	5.8	9.6
	3.00	25	23.8	24.0	33.7
	4.00	36	34.3	34.6	68.3
	5.00	33	31.4	31.7	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR04

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	25	23.8	24.0	24.0
	2.00	47	44.8	45.2	69.2
	3.00	16	15.2	15.4	84.6
	4.00	13	12.4	12.5	97.1
	5.00	3	2.9	2.9	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR040

				Valid	Cum

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	2	1.9	1.9	1.9
	3.00	36	34.3	34.6	36.5
	4.00	43	41.0	41.3	77.9
	5.00	23	21.9	22.1	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR041

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	2	1.9	1.9	1.9
	3.00	17	16.2	16.3	18.3
	4.00	38	36.2	36.5	54.8
	5.00	47	44.8	45.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR042

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	3.00	26	24.8	25.0	26.0
	4.00	45	42.9	43.3	69.2
	5.00	32	30.5	30.8	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR043

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	2	1.9	1.9	1.9
	2.00	1	1.0	1.0	2.9
	3.00	21	20.0	20.2	23.1
	4.00	33	31.4	31.7	54.8
	5.00	47	44.8	45.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR044

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	3.00	17	16.2	16.3	17.3
	4.00	43	41.0	41.3	58.7
	5.00	43	41.0	41.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR045

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3.00	14	13.3	13.5	13.5
	4.00	37	35.2	35.6	49.0
	5.00	53	50.5	51.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR046

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3.00	15	14.3	14.4	14.4
	4.00	42	40.0	40.4	54.8
	5.00	47	44.8	45.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR047

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	1	1.0	1.0	1.9
	3.00	13	12.4	12.5	14.4
	4.00	44	41.9	42.3	56.7
	5.00	45	42.9	43.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR048

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	3.00	11	10.5	10.6	11.5
	4.00	48	45.7	46.2	57.7
	5.00	44	41.9	42.3	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR049

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3.00	16	15.2	15.4	15.4
	4.00	36	34.3	34.6	50.0
	5.00	52	49.5	50.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR05

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	4	3.8	3.8	4.8
	3.00	32	30.5	30.8	35.6
	4.00	54	51.4	51.9	87.5
	5.00	13	12.4	12.5	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR050

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3.00	13	12.4	12.5	12.5
	4.00	40	38.1	38.5	51.0
	5.00	50	47.6	48.1	99.0
	33.00	1	1.0	1.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR051

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3.00	16	15.2	15.4	15.4
	4.00	41	39.0	39.4	54.8
	5.00	47	44.8	45.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR06

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2.00	2	1.9	1.9	1.9
	3.00	13	12.4	12.5	14.4
	4.00	69	65.7	66.3	80.8
	5.00	20	19.0	19.2	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR07

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	3	2.9	2.9	3.8
	3.00	10	9.5	9.6	13.5
	4.00	59	56.2	56.7	70.2
	5.00	31	29.5	29.8	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR08

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	37	35.2	35.6	35.6
	2.00	42	40.0	40.4	76.0
	3.00	12	11.4	11.5	87.5
	4.00	8	7.6	7.7	95.2
	5.00	5	4.8	4.8	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

VAR09

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	1	1.0	1.0	1.0
	2.00	6	5.7	5.8	6.7
	3.00	9	8.6	8.7	15.4
	4.00	62	59.0	59.6	75.0
	5.00	26	24.8	25.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

AGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	102	97.1	98.1	98.1
	2.00	1	1.0	1.0	99.0
	4.00	1	1.0	1.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

BACKG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	21	20.0	20.2	20.2
	2.00	2	1.9	1.9	22.1
	3.00	73	69.5	70.2	92.3
	4.00	5	4.8	4.8	97.1
	5.00	3	2.9	2.9	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

CLASSIFI

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	42	40.0	40.4	40.4
	2.00	30	28.6	28.8	69.2
	3.00	24	22.9	23.1	92.3
	4.00	7	6.7	6.7	99.0
	5.00	1	1.0	1.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

GENDER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	52	49.5	50.0	50.0
	2.00	52	49.5	50.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

ROLE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	9	8.6	8.7	8.7
	2.00	19	18.1	18.3	26.9
	3.00	20	19.0	19.2	46.2
	4.00	55	52.4	52.9	99.0
	14.00	1	1.0	1.0	100.0
	.	1	1.0	Missing	
	Total	105	100.0	100.0	

Valid cases 104 Missing cases 1

DISCUSSION

The study revealed that students, teachers, parents, and administrators did not differ in their perception of trustworthiness verses the roles each person portrayed during the educational process. When a crosstabulation was performed using the SPSS Cross-Tabs tool to analyze the data from the study some interesting conclusions appeared in the results.

Conclusions

The research revealed that students and administrators have a high degree of trust in those with whom they must communicate on a daily basis within the school system. The study revealed that unlike parents and teachers, who have little trust for those with whom they must communicate within the school system, the students and administrators have significantly more trust in those with whom they must communicate within the school system.

While fluency in the use of language increases a speaker's apparent creditability and trustworthiness, research shows that too high a level fluency will cause listeners to have doubt. If a speaker's speaking skills causes his delivery to be too slow, lacking clarity and definition, or difficult to hear, the listener will place less trust in what that particular speaker has said in comparison to a speaker who had more adequate speaking skills.

As the researcher reviewed the graphs it was found that when the speakers' delivery range was between high and high-medium their level of trustworthiness dropped dramatically. Through this information the researcher

gained insight as to how a speaker's delivery skills affect trustworthiness. If the speakers skill level was between the high and high-medium categories the level of trustworthiness would register slightly higher than someone in the medium delivery range. This finding may reflect the effect that introverted and/or shy speakers have on the listeners. A further study is needed to assess and determine if this assumption is accurate.

Limitations of this Research

As a tool for gauging academic stress in the classrooms across the state and/or across the nation a sampling involving 100 participants, 50 males and 50 females using students, parents, teachers, and administrators is too small a sampling and places limitations on the successful outcome of the research. It is vital that the researcher use the demographics of local, regional, and national origins in order to reflect cultural tendencies concerning stress and burnout. A more wide spread study of demographic and cultural differences may yield a more accurate reflection of how academic stress effects student-teacher classroom communication and relationships.

Demographic data such as age, educational status, ethnic and cultural background, and gender differences were not used effectively in this study. The demographics in this study served to establish boundaries to ensure equal input from the different age groups, genders, ethnic groups, and races. Consideration of the individuality of each demographic selection as well as the individual roles each person performs, within their setting, will give a broader range of data

which will yield a greater understanding of individual culture differences within a social system.

Implications For Further Research

Since this research did not indicate any statistical significance in the differences between the demographic and role responses throughout the 51 items of question, further research will be necessary to compare responses on communication comprehension and trustworthiness. Also, further research will give a functional means of evaluating arousal during and after group interactions. Observation is an effective means of evaluating group communication.

By including observational research the researcher will be able to distinguish the differences in total participant perceptions of interpersonal communication. A larger sampling of equal participants consisting of 50% male and 50% female, 50% students and 50% parents, 50% teachers and 50% administrators, per region, would yield a more truly representative result.

By separating participants into age groups: 5-8, 9-12, 13-16, 17-21, 22-30, 31-40, 41 and over, the researcher can compare data according to chronological development and interpretation of communication over a period of time. Data gathered from similar studies from around the country using different metropolitan, urban, rural, agricultural communities, as well as ethnic background and race will yield information which will assist the researcher in his/or her efforts to find a functional means of administering treatment to reduce the causes of academic stress, which is hampering the educational system. Also, areas where research participants are polled should be divided into

regions to insure a more diverse and equal demographic sample. The researcher can also gain a greater perspective of what is taking place within the structure of the communication process by studying tactile, paralinguistic, hepatic, proxemics, chronomic, and nonverbal communication.

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APPENDIX A

Agreement to Participate Form

AGREEMENT TO PARTICIPATE IN STUDY

Your participation in a study assessing the critical impact of academic stress on student-teacher classroom communication and relationships can provide valued information for the researcher. The researcher asks you to respond to the items concerning your thoughts about student-teacher relationships in an academic setting.

You do not have to participate in the study. If you decide to do so your individual response will be kept strictly confidential at all times. Only grouped data will be reported. If there are any questions that make you feel uncomfortable, you do not have to respond to that item. However, you are encouraged to answer every question on the form. Everyone wishing to participate in the study who is under 18 years of age must have the signed consent of their parent(s) or guardian(s).

Thanks for your consideration, cooperation, and participation in this study.

I agree to participate in the study of critical impact of academic stress on student-teacher classroom communication and relationships.

Student Signature:_____ Date:_____

Parent or Guardian Signature:_____ Date:_____

Teacher Signature:_____ Date:_____

School Administrator Signature:_____ Date:_____

APPENDIX B

Demographic Form

DEMOGRAPHIC

Please check the following items as they apply to you.

Gender Male____ Female____

Ethnic and cultural background

Hispanic ____, African American ____, Caucasian ____, The People (American Indian) ____, Other _____.

Classification K - 5____ Middle School____

K - 6____ Junior High____

Parent____

Teacher____

Administrator____

Specify your classification: High School Student ____, College Student ____.

Freshman____ Sophomore____

Junior____ Senior____

Graduate____

(please specify)

Age 5 - 10____ 11 - 13____

14 - 18____ Over 18____

APPENDIX C

Survey Instruments

Communicative Competence Scale*

Instruction: Complete the following questionnaire/scale with the participant (P) in mind. Circle one of the sets of letters before each numbered question based upon whether you strongly agree (SA), agree (A), are undecided or neutral (?), disagree (D), or strongly Disagree (SD). Always keep the subject in mind as you answer.

I am a student ____, parent ____, teacher ____, administrator ____.

Respond to all items using the above scale.

1. P finds it easy to get along with others.____
2. P can adapt to changing situations.____
3. P treats people as individuals.____
4. P interrupts others too much.____
5. P is "rewarding" to talk to.____
6. P can deal with others effectively.____
7. P is a good listener.____
8. P's personal relations are cold and distant.____
9. P is easy to talk to.____
10. P won't argue with someone just to prove he/she is right.____
11. P's conversation behavior is not "smooth."____
12. P ignores other people's feelings.____
13. P generally knows how others feel.____
14. P lets others know he/she understands them.____

15. P understands other people.____

16. P is relaxed and comfortable when speaking.____

17. P listens to what people say to him/her.____

18. P likes to be close and personal with people.____

19. P generally knows what type of behavior is appropriate in any given situation.____

20. P usually does not make unusual demands on his/her friends.____

21. P is an effective conversationalist.____

22. P is supportive of others.____

23. P does not mind meeting strangers.____

24. P can easily put himself/herself in another person's shoes.____

25. P pays attention to the conversation.____

26. P is generally relaxed when conversing with a new acquaintance.____

27. P is interested in what others have to say.____

28. P doesn't follow the conversation very well.____

29. P enjoys social gatherings where he/she can meet new people.____

30. P is a likeable person.____

31. P is flexible.____

32. P is not afraid to speak with people in authority.____

33. People can go to P with their problems.____

34. P generally says the right thing at the right time.____

35. P likes to use his/her voice and body expressively.____

36 P is sensitive to others' needs of the moment.____

Individualized Trust Scale*

Instructions: On the scales that follow, please indicate your reaction to _____. Place an "X" in the space between the colons that represents your immediate "feelings" about this person. Check in the direction of the end of the scale that seems to be most characteristic of this person. Mark only one "X" for each scale and please complete all scales.

Trust worthy :__:__:__:__:__: Untrustworthy

Distrustful of this person :__:__:__:__:__: Trustful of this person

Confidential :__:__:__:__:__: Divulging

Exploitive :__:__:__:__:__: Benevolent

Safe :__:__:__:__:__: Dangerous

Deceptive :__:__:__:__:__: Candid

Not deceitful :__:__:__:__:__: Deceitful

Tricky :__:__:__:__:__: Straightforward

Respectful :__:__:__:__:__: Disrespectful

Inconsiderate :__:__:__:__:__: Considerate

Honest :__:__:__:__:__: Dishonest

Unreliable :__:__:__:__:__: Reliable

Faithful :__:__:__:__:__: Unfaithful

Insincere :__:__:__:__:__: Sincere

Careful :__:__:__:__:__: Careless

Note. Score 1-5, with 5 indicating most positive (high trust), for each item before summing.

APPENDIX D

Survey Responses

SURVEY#	GENDER	BACKG	CLASSIFI	AGE	ROLE	VAR01	VAR02	VAR03	VAR04
1.00	2.00	4.00	1.00	1.00	4.00	5.00	5.00	5.00	1.00
2.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
3.00	2.00	3.00	1.00	1.00	4.00	4.00	4.00	5.00	1.00
4.00	2.00	4.00	3.00	1.00	4.00	5.00	5.00	4.00	4.00
5.00	1.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
6.00	1.00	3.00	1.00	1.00	4.00	2.00	4.00	4.00	1.00
7.00	2.00	3.00	4.00	1.00	4.00	5.00	4.00	3.00	4.00
8.00	2.00	3.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
9.00	2.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	3.00
10.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
11.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
12.00	1.00	3.00	2.00	1.00	2.00	5.00	5.00	5.00	2.00
13.00	1.00	1.00	1.00	1.00	4.00	3.00	3.00	3.00	2.00
14.00	1.00	1.00	1.00	1.00	4.00	3.00	4.00	4.00	2.00
15.00	2.00	3.00	2.00	1.00	2.00	4.00	5.00	5.00	1.00
16.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	1.00
17.00	2.00	1.00	3.00	1.00	4.00	2.00	5.00	2.00	1.00
18.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
19.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	1.00
20.00	2.00	1.00	4.00	1.00	4.00	4.00	4.00	4.00	2.00
21.00	2.00	3.00	2.00	1.00	4.00	4.00	4.00	5.00	2.00
22.00	2.00	3.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
23.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	1.00
24.00	2.00	2.00	1.00	1.00	2.00	4.00	4.00	4.00	2.00
25.00	2.00	3.00	3.00	1.00	3.00	5.00	5.00	5.00	3.00
26.00	2.00	3.00	1.00	1.00	3.00	5.00	5.00	5.00	1.00
27.00	2.00	3.00	2.00	1.00	4.00	4.00	4.00	4.00	2.00
28.00	2.00	3.00	2.00	1.00	2.00	5.00	4.00	4.00	1.00
29.00	1.00	1.00	1.00	1.00	4.00	3.00	4.00	4.00	2.00
30.00	1.00	3.00	2.00	1.00	4.00	5.00	4.00	4.00	3.00
31.00	1.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	2.00
32.00	1.00	3.00	3.00	1.00	3.00	4.00	3.00	4.00	2.00
33.00	2.00	5.00	1.00	1.00	1.00	5.00	5.00	5.00	4.00
34.00	1.00	3.00	4.00	1.00	4.00	5.00	4.00	4.00	3.00
35.00	1.00	1.00	1.00	1.00	4.00	4.00	4.00	5.00	1.00
36.00	1.00	1.00	1.00	1.00	4.00	4.00	5.00	5.00	2.00
37.00	1.00	3.00	4.00	1.00	3.00	5.00	4.00	5.00	2.00
38.00	2.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
39.00	2.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	4.00
40.00	2.00	3.00	1.00	1.00	4.00	4.00	5.00	4.00	4.00
41.00	2.00	4.00	3.00	1.00	4.00	5.00	5.00	5.00	1.00
42.00	2.00	3.00	2.00	1.00	4.00	5.00	4.00	4.00	2.00
43.00	2.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	3.00
44.00	2.00	1.00	1.00	4.00	4.00	4.00	4.00	4.00	2.00
45.00	2.00	3.00	1.00	1.00	1.00	5.00	5.00	5.00	1.00
46.00	2.00	3.00	1.00	1.00	4.00	5.00	5.00	5.00	5.00
47.00	2.00	3.00	3.00	1.00	3.00	5.00	3.00	4.00	2.00
48.00	2.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	3.00
49.00	2.00	3.00	2.00	1.00	4.00	4.00	5.00	4.00	4.00
50.00	2.00	3.00	3.00	1.00	3.00	5.00	5.00	4.00	2.00
51.00	1.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	2.00
52.00	2.00	3.00	4.00	1.00	4.00	5.00	5.00	4.00	4.00
53.00	1.00	4.00	3.00	1.00	4.00	4.00	2.00	4.00	2.00
54.00	1.00	3.00	1.00	1.00	3.00	5.00	5.00	5.00	2.00
55.00	1.00	1.00	1.00	1.00	4.00	2.00	2.00	4.00	1.00
56.00	1.00	3.00	1.00	1.00	4.00	5.00	5.00	5.00	2.00
57.00	1.00	1.00	1.00	1.00	4.00	4.00	4.00	5.00	1.00
58.00	1.00	3.00	2.00	1.00	2.00	5.00	5.00	5.00	2.00
59.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	5.00	3.00
60.00	1.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	2.00
61.00	1.00	3.00	1.00	1.00	4.00	5.00	5.00	5.00	2.00
62.00	2.00	3.00	3.00	1.00	3.00	4.00	4.00	5.00	1.00

BEST COPY AVAILABLE

63.00	1.00	3.00	3.00	1.00	3.00	4.00	3.00	4.00	3.00
64.00	1.00	3.00	3.00	1.00	2.00	4.00	4.00	5.00	2.00
65.00	1.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	3.00
66.00	1.00	3.00	2.00	1.00	2.00	2.00	2.00	4.00	4.00
67.00	1.00	1.00	5.00	2.00	4.00	4.00	4.00	5.00	2.00
68.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
69.00	1.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	5.00
70.00	1.00	3.00	2.00	1.00	2.00	5.00	4.00	5.00	3.00
71.00	1.00	3.00	1.00	1.00	4.00	5.00	4.00	5.00	2.00
72.00	1.00	3.00	2.00	1.00	4.00	5.00	5.00	5.00	3.00
73.00	1.00	3.00	4.00	1.00	4.00	5.00	5.00	5.00	1.00
74.00	2.00	3.00	2.00	1.00	4.00	5.00	4.00	5.00	1.00
75.00	1.00	3.00	3.00	1.00	3.00	4.00	4.00	4.00	2.00
76.00	1.00	3.00	1.00	1.00	4.00	5.00	5.00	5.00	3.00
77.00	1.00	2.00	3.00	1.00	3.00	4.00	4.00	4.00	3.00
78.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
79.00	2.00	3.00	3.00	1.00	3.00	4.00	2.00	4.00	1.00
80.00	2.00	3.00	1.00	1.00	1.00	5.00	5.00	5.00	2.00
81.00	1.00	5.00	1.00	1.00	4.00	4.00	3.00	5.00	2.00
82.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	4.00
83.00	1.00	3.00	1.00	1.00	1.00	5.00	5.00	5.00	1.00
84.00	1.00	3.00	4.00	1.00	4.00	4.00	4.00	4.00	2.00
85.00	1.00	3.00	1.00	1.00	1.00	3.00	4.00	4.00	4.00
86.00	1.00	3.00	1.00	1.00	4.00	4.00	4.00	2.00	3.00
87.00	1.00	3.00	1.00	1.00	1.00	4.00	5.00	4.00	2.00
88.00	2.00	3.00	2.00	1.00	2.00	5.00	4.00	5.00	1.00
89.00	1.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00	4.00
90.00	2.00	3.00	1.00	1.00	1.00	4.00	4.00	5.00	2.00
91.00	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!
92.00	1.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
93.00	1.00	4.00	2.00	1.00	4.00	4.00	3.00	4.00	2.00
94.00	1.00	3.00	2.00	1.00	4.00	5.00	5.00	4.00	3.00
95.00	2.00	5.00	2.00	1.00	4.00	5.00	5.00	5.00	2.00
96.00	2.00	3.00	2.00	1.00	4.00	5.00	5.00	5.00	1.00
97.00	2.00	3.00	3.00	1.00	4.00	5.00	5.00	4.00	1.00
98.00	1.00	3.00	1.00	1.00	1.00	4.00	4.00	4.00	4.00
99.00	2.00	3.00	2.00	1.00	4.00	5.00	5.00	5.00	2.00
100.00	2.00	3.00	1.00	1.00	1.00	4.00	5.00	4.00	5.00
101.00	2.00	3.00	2.00	1.00	4.00	4.00	5.00	5.00	4.00
102.00	2.00	3.00	3.00	1.00	3.00	5.00	4.00	4.00	1.00
103.00	2.00	3.00	2.00	1.00	2.00	4.00	4.00	4.00	2.00
104.00	2.00	1.00	1.00	1.00	4.00	4.00	4.00	5.00	1.00
105.00	2.00	1.00	3.00	1.00	4.00	5.00	5.00	5.00	3.00

BEST COPY AVAILABLE

VAR05	VAR06	VAR07	VAR08	VAR09	VAR010	VAR011	VAR012	VAR013	VAR014
5.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00	4.00	5.00
3.00	4.00	4.00	2.00	3.00	4.00	2.00	1.00	4.00	4.00
3.00	3.00	5.00	5.00	1.00	5.00	1.00	1.00	1.00	1.00
4.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	3.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	2.00	5.00	1.00	2.00	2.00	2.00	1.00	4.00	4.00
4.00	4.00	3.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	3.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	3.00	2.00	2.00	4.00	3.00
4.00	4.00	4.00	1.00	5.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	5.00	2.00	2.00	2.00	4.00	4.00
3.00	4.00	3.00	2.00	4.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	2.00	2.00	3.00	3.00
3.00	4.00	5.00	2.00	3.00	2.00	3.00	2.00	4.00	4.00
4.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	5.00	1.00	4.00	4.00	2.00	2.00	4.00	3.00
2.00	4.00	2.00	4.00	5.00	4.00	5.00	2.00	4.00	2.00
4.00	4.00	5.00	2.00	4.00	5.00	5.00	2.00	4.00	4.00
3.00	3.00	4.00	2.00	5.00	4.00	4.00	1.00	4.00	3.00
3.00	4.00	5.00	2.00	2.00	4.00	2.00	1.00	4.00	4.00
3.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	5.00
5.00	5.00	5.00	1.00	4.00	5.00	1.00	1.00	4.00	5.00
3.00	4.00	4.00	1.00	5.00	3.00	2.00	1.00	4.00	4.00
5.00	5.00	5.00	3.00	5.00	5.00	3.00	3.00	5.00	5.00
5.00	5.00	4.00	5.00	5.00	5.00	1.00	1.00	5.00	5.00
4.00	4.00	4.00	2.00	4.00	4.00	2.00	2.00	3.00	4.00
3.00	4.00	4.00	3.00	4.00	1.00	1.00	1.00	3.00	3.00
4.00	4.00	4.00	2.00	4.00	4.00	2.00	2.00	3.00	3.00
4.00	4.00	4.00	2.00	5.00	4.00	3.00	2.00	3.00	4.00
4.00	5.00	4.00	1.00	4.00	4.00	3.00	1.00	4.00	4.00
4.00	3.00	4.00	1.00	5.00	3.00	2.00	2.00	4.00	4.00
4.00	5.00	5.00	1.00	5.00	4.00	2.00	1.00	5.00	5.00
3.00	4.00	4.00	1.00	3.00	2.00	3.00	2.00	4.00	4.00
3.00	3.00	5.00	3.00	2.00	3.00	2.00	2.00	3.00	3.00
3.00	4.00	4.00	3.00	4.00	3.00	4.00	1.00	4.00	4.00
4.00	4.00	4.00	1.00	5.00	5.00	2.00	1.00	4.00	4.00
3.00	4.00	3.00	2.00	3.00	4.00	3.00	1.00	3.00	4.00
3.00	3.00	3.00	2.00	2.00	3.00	3.00	2.00	3.00	4.00
5.00	4.00	3.00	4.00	4.00	2.00	4.00	3.00	4.00	2.00
1.00	4.00	5.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00
3.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	4.00	5.00	2.00	4.00	4.00	2.00	2.00	3.00	3.00
4.00	4.00	4.00	3.00	5.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	5.00	2.00	4.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	2.00	3.00	4.00
3.00	3.00	4.00	3.00	4.00	2.00	3.00	2.00	3.00	4.00
3.00	4.00	3.00	2.00	4.00	3.00	3.00	2.00	4.00	4.00
4.00	4.00	1.00	1.00	4.00	1.00	2.00	2.00	2.00	4.00
4.00	5.00	5.00	2.00	5.00	3.00	2.00	1.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	2.00	2.00	5.00	4.00
3.00	4.00	3.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	5.00	4.00	1.00	4.00	4.00	1.00	1.00	4.00	4.00
2.00	4.00	5.00	2.00	4.00	2.00	1.00	2.00	4.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	2.00	1.00	4.00	4.00
3.00	2.00	4.00	4.00	2.00	2.00	4.00	2.00	4.00	2.00
4.00	5.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
3.00	4.00	5.00	3.00	3.00	1.00	3.00	2.00	4.00	4.00
4.00	4.00	4.00	1.00	4.00	2.00	2.00	2.00	4.00	4.00
4.00	5.00	5.00	1.00	5.00	4.00	5.00	2.00	4.00	5.00
5.00	4.00	5.00	1.00	4.00	2.00	2.00	1.00	4.00	4.00

4.00	3.00	5.00	2.00	4.00	4.00	3.00	2.00	3.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	2.00	2.00	4.00	4.00
3.00	3.00	4.00	3.00	4.00	[illegible]0	3.00	3.00	3.00	4.00
4.00	4.00	2.00	1.00	4.00	[illegible]0	2.00	2.00	4.00	2.00
4.00	5.00	4.00	1.00	4.00	2.00	2.00	2.00	4.00	4.00
3.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	5.00
3.00	4.00	4.00	2.00	3.00	4.00	2.00	2.00	2.00	4.00
4.00	4.00	4.00	1.00	4.00	3.00	2.00	2.00	4.00	4.00
3.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00	3.00	3.00
3.00	4.00	5.00	2.00	5.00	5.00	3.00	2.00	4.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	1.00	1.00	4.00	4.00
5.00	5.00	4.00	1.00	5.00	4.00	2.00	2.00	5.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	2.00	2.00	4.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	2.00	1.00	4.00	4.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00
4.00	4.00	4.00	1.00	4.00	5.00	2.00	2.00	4.00	4.00
3.00	4.00	4.00	1.00	4.00	5.00	4.00	3.00	1.00	4.00
3.00	4.00	5.00	2.00	4.00	4.00	2.00	2.00	4.00	4.00
3.00	3.00	3.00	2.00	4.00	2.00	3.00	3.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	3.00	3.00	3.00	4.00	4.00
5.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00	5.00	5.00
4.00	4.00	4.00	2.00	4.00	4.00	2.00	2.00	4.00	4.00
2.00	3.00	4.00	3.00	3.00	2.00	5.00	4.00	4.00	2.00
4.00	4.00	3.00	5.00	3.00	2.00	2.00	3.00	4.00	5.00
4.00	4.00	4.00	1.00	4.00	5.00	2.00	1.00	4.00	4.00
4.00	5.00	5.00	1.00	4.00	5.00	1.00	1.00	4.00	4.00
4.00	4.00	2.00	1.00	5.00	3.00	2.00	2.00	4.00	4.00
3.00	4.00	4.00	1.00	4.00	4.00	2.00	1.00	4.00	4.00
#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!
4.00	4.00	3.00	1.00	4.00	2.00	4.00	1.00	2.00	4.00
4.00	3.00	5.00	4.00	4.00	2.00	3.00	2.00	4.00	5.00
4.00	4.00	4.00	3.00	4.00	4.00	1.00	1.00	4.00	4.00
3.00	4.00	4.00	2.00	5.00	3.00	2.00	2.00	4.00	4.00
4.00	5.00	5.00	1.00	5.00	3.00	2.00	1.00	4.00	3.00
3.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00	5.00	1.00
5.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
5.00	5.00	5.00	1.00	4.00	2.00	5.00	2.00	4.00	4.00
2.00	4.00	4.00	4.00	2.00	4.00	3.00	2.00	2.00	4.00
5.00	4.00	5.00	3.00	4.00	3.00	3.00	2.00	3.00	3.00
5.00	5.00	5.00	1.00	5.00	5.00	1.00	1.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	5.00	2.00	2.00	4.00	4.00
3.00	4.00	4.00	2.00	4.00	2.00	2.00	2.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	3.00	3.00	5.00	5.00	5.00

VAR015	VAR016	VAR017	VAR018	VAR019	VAR020	VAR021	VAR022	VAR023	VAR024
4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	1.00	5.00	1.00	3.00	5.00	1.00	1.00	5.00	1.00
4.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	2.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	5.00	2.00	4.00	5.00	4.00	5.00	2.00	2.00
4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	5.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00
3.00	3.00	4.00	4.00	4.00	2.00	3.00	3.00	4.00	4.00
3.00	4.00	4.00	4.00	2.00	3.00	3.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00	3.00
3.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
5.00	4.00	4.00	5.00	4.00	4.00	3.00	4.00	3.00	2.00
5.00	2.00	4.00	4.00	2.00	5.00	2.00	4.00	4.00	2.00
4.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	2.00
4.00	2.00	4.00	2.00	5.00	3.00	2.00	4.00	4.00	4.00
3.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00
4.00	5.00	4.00	2.00	4.00	4.00	2.00	4.00	4.00	4.00
4.00	4.00	5.00	5.00	5.00	2.00	4.00	4.00	5.00	4.00
4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00
4.00	3.00	4.00	3.00	3.00	3.00	3.00	4.00	3.00	3.00
4.00	4.00	4.00	4.00	5.00	3.00	3.00	4.00	4.00	3.00
3.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00	4.00	2.00
4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	3.00	4.00	3.00	4.00	4.00	3.00	4.00	3.00	3.00
4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00
4.00	5.00	4.00	4.00	4.00	4.00	3.00	4.00	5.00	4.00
4.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00
3.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00
4.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	2.00	3.00
3.00	3.00	4.00	3.00	4.00	5.00	2.00	4.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	3.00	4.00	3.00	4.00	4.00	3.00	4.00	2.00
1.00	1.00	1.00	1.00	5.00	5.00	1.00	5.00	1.00	1.00
2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	2.00
4.00	4.00	4.00	4.00	4.00	2.00	4.00	4.00	4.00	2.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
3.00	2.00	4.00	3.00	3.00	4.00	3.00	4.00	4.00	2.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	2.00	4.00	2.00	4.00	4.00	4.00	4.00	2.00	4.00
5.00	4.00	4.00	4.00	5.00	1.00	5.00	5.00	5.00	5.00
2.00	4.00	2.00	2.00	4.00	4.00	5.00	4.00	4.00	2.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	3.00	4.00
4.00	4.00	4.00	2.00	4.00	1.00	4.00	3.00	2.00	4.00
4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	3.00	3.00	5.00	4.00	4.00
4.00	3.00	2.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00
4.00	4.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00
3.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00

3.00	2.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00
4.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2.00	2.00	4.00	4.00	2.00	4.00	2.00	4.00	4.00	2.00
4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	2.00
4.00	2.00	4.00	4.00	3.00	2.00	2.00	4.00	4.00	4.00
4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	2.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00
4.00	3.00	4.00	4.00	5.00	4.00	3.00	4.00	2.00	3.00
4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2.00	2.00	2.00	4.00	1.00	4.00	2.00	4.00	2.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	2.00	2.00
3.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	3.00	3.00
5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	2.00	4.00	3.00	4.00	2.00	2.00	4.00	4.00	3.00
4.00	5.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00
4.00	4.00	4.00	3.00	5.00	5.00	5.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00
3.00	4.00	4.00	3.00	3.00	2.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!
3.00	3.00	4.00	4.00	3.00	4.00	3.00	4.00	2.00	3.00
4.00	2.00	4.00	2.00	5.00	4.00	3.00	5.00	4.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00
4.00	3.00	5.00	3.00	4.00	5.00	4.00	5.00	3.00	4.00
5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	1.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00
4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00
3.00	4.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	3.00	4.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00
5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00

BEST COPY AVAILABLE

VAR025	VAR026	VAR027	VAR028	VAR029	VAR030	VAR031	VAR032	VAR033	VAR034
5.00	4.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	4.00
4.00	3.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	5.00	1.00	1.00	3.00	5.00	1.00	1.00	1.00
4.00	4.00	4.00	2.00	4.00	5.00	5.00	5.00	4.00	4.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	4.00
5.00	4.00	4.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	5.00	4.00	4.00	2.00	4.00
4.00	4.00	4.00	1.00	3.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	2.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	2.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	3.00	3.00
2.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	1.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	3.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	3.00	4.00	4.00
2.00	4.00	4.00	2.00	5.00	4.00	4.00	2.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	5.00
4.00	2.00	4.00	4.00	3.00	5.00	5.00	4.00	3.00	4.00
5.00	3.00	4.00	1.00	3.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	2.00	2.00	2.00
5.00	4.00	4.00	1.00	5.00	5.00	5.00	5.00	4.00	4.00
5.00	4.00	5.00	1.00	4.00	4.00	4.00	5.00	4.00	4.00
5.00	5.00	5.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	5.00	1.00	3.00	5.00	5.00	5.00	5.00	4.00
4.00	3.00	4.00	2.00	4.00	4.00	4.00	3.00	4.00	3.00
4.00	4.00	4.00	2.00	2.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	3.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	5.00	4.00	4.00	4.00	5.00	4.00
3.00	2.00	4.00	2.00	5.00	4.00	4.00	4.00	5.00	3.00
4.00	5.00	4.00	3.00	3.00	5.00	2.00	3.00	2.00	5.00
4.00	3.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00
4.00	2.00	4.00	2.00	2.00	4.00	4.00	2.00	4.00	3.00
5.00	2.00	4.00	2.00	2.00	4.00	4.00	3.00	3.00	3.00
4.00	4.00	4.00	3.00	5.00	4.00	4.00	4.00	4.00	3.00
2.00	4.00	3.00	2.00	3.00	4.00	3.00	4.00	3.00	4.00
5.00	1.00	1.00	5.00	5.00	4.00	4.00	1.00	1.00	1.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	2.00	4.00	2.00	2.00	4.00	4.00	4.00	4.00	3.00
2.00	4.00	2.00	4.00	2.00	4.00	4.00	4.00	4.00	2.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	5.00	5.00	5.00	3.00	4.00	4.00
4.00	3.00	4.00	2.00	3.00	4.00	4.00	3.00	4.00	3.00
4.00	3.00	4.00	2.00	3.00	4.00	3.00	4.00	4.00	3.00
4.00	2.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	2.00	4.00	5.00	4.00	5.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	3.00	4.00	4.00	4.00	4.00
4.00	2.00	4.00	2.00	2.00	4.00	4.00	4.00	2.00	4.00
5.00	5.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	2.00	2.00	3.00	3.00	4.00	4.00	5.00	3.00	4.00
4.00	2.00	4.00	1.00	3.00	4.00	4.00	4.00	4.00	4.00
4.00	2.00	2.00	2.00	2.00	3.00	4.00	4.00	3.00	4.00
4.00	4.00	4.00	2.00	2.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	3.00	2.00
4.00	3.00	4.00	3.00	4.00	4.00	4.00	3.00	3.00	3.00
5.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00
4.00	3.00	4.00	2.00	3.00	5.00	4.00	5.00	4.00	5.00

4.00	4.00	4.00	2.00	3.00	4.00	3.00	4.00	3.00	3.00
5.00	4.00	5.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	3.00	3.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	2.00	4.00	4.00	2.00	4.00	4.00	2.00
3.00	4.00	4.00	2.00	4.00	3.00	4.00	4.00	5.00	4.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	3.00
4.00	2.00	4.00	2.00	2.00	4.00	4.00	3.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	5.00	5.00	4.00
5.00	3.00	4.00	2.00	2.00	4.00	4.00	3.00	2.00	3.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	3.00	4.00	1.00	5.00	5.00	4.00	4.00	5.00	4.00
4.00	4.00	4.00	1.00	5.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
3.00	2.00	4.00	4.00	1.00	4.00	3.00	4.00	4.00	2.00
4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	3.00	4.00	2.00	3.00	3.00	3.00	2.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00	3.00
4.00	5.00	5.00	1.00	5.00	4.00	1.00	4.00	4.00	4.00
4.00	3.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	4.00
2.00	2.00	4.00	4.00	3.00	1.00	4.00	4.00	2.00	2.00
3.00	4.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00	5.00
5.00	4.00	5.00	1.00	4.00	4.00	5.00	4.00	4.00	4.00
5.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	5.00	5.00
3.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	4.00
#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!
4.00	2.00	4.00	3.00	2.00	4.00	4.00	2.00	4.00	3.00
4.00	2.00	4.00	2.00	4.00	5.00	5.00	3.00	5.00	4.00
4.00	4.00	4.00	1.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	5.00	5.00	2.00	5.00	4.00	3.00	5.00	5.00	4.00
4.00	3.00	5.00	1.00	4.00	5.00	5.00	4.00	5.00	4.00
5.00	5.00	5.00	1.00	5.00	4.00	3.00	5.00	5.00	3.00
4.00	4.00	4.00	2.00	2.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	4.00	1.00	5.00	5.00	5.00	5.00	5.00	3.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00	4.00
5.00	4.00	4.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	2.00	5.00	5.00	4.00	4.00	4.00	4.00
4.00	3.00	4.00	2.00	3.00	4.00	4.00	5.00	4.00	4.00
4.00	3.00	3.00	2.00	4.00	4.00	4.00	5.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00

VAR035	VAR036	VAR037	VAR038	VAR039	VAR040	VAR041	VAR042	VAR043	VAR044
4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	4.00
3.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00
1.00	1.00	2.00	4.00	5.00	4.00	5.00	4.00	3.00	5.00
4.00	4.00	5.00	1.00	1.00	5.00	5.00	1.00	1.00	1.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
2.00	5.00	4.00	4.00	3.00	5.00	5.00	4.00	5.00	4.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00
4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	5.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00
3.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	5.00	5.00
3.00	3.00	4.00	2.00	3.00	4.00	5.00	3.00	4.00	3.00
4.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
3.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00
3.00	3.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00
4.00	4.00	5.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00
5.00	2.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00
4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	3.00	3.00	5.00	4.00	4.00	4.00
3.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00
3.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	5.00	5.00	5.00	3.00	3.00	5.00	3.00	5.00	5.00
3.00	3.00	5.00	5.00	3.00	3.00	3.00	3.00	3.00	5.00
3.00	4.00	4.00	4.00	5.00	3.00	5.00	5.00	5.00	5.00
4.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
4.00	3.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	3.00
4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
2.00	4.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00
5.00	5.00	3.00	4.00	2.00	3.00	4.00	4.00	3.00	4.00
3.00	4.00	4.00	5.00	5.00	3.00	4.00	4.00	4.00	5.00
3.00	4.00	3.00	3.00	2.00	4.00	3.00	3.00	4.00	4.00
4.00	4.00	4.00	2.00	4.00	3.00	5.00	3.00	3.00	4.00
1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
2.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00
4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00
1.00	1.00	3.00	3.00	1.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
2.00	4.00	5.00	5.00	3.00	5.00	5.00	4.00	5.00	5.00
2.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00
4.00	4.00	3.00	3.00	2.00	3.00	3.00	4.00	4.00	3.00
2.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00
3.00	4.00	3.00	4.00	3.00	3.00	5.00	4.00	5.00	5.00
4.00	4.00	5.00	5.00	5.00	4.00	2.00	5.00	5.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
2.00	4.00	5.00	3.00	5.00	4.00	2.00	5.00	5.00	5.00
5.00	5.00	4.00	4.00	1.00	4.00	4.00	5.00	5.00	5.00
3.00	3.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	4.00
4.00	4.00	4.00	3.00	4.00	3.00	3.00	4.00	4.00	4.00
4.00	3.00	4.00	3.00	3.00	4.00	4.00	3.00	3.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00
4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	2.00	4.00
2.00	4.00	5.00	5.00	3.00	5.00	5.00	4.00	4.00	4.00
4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
4.00	4.00	4.00	2.00	5.00	3.00	5.00	4.00	5.00	4.00

4.00	4.00	3.00	3.00	3.00	5.00	3.00	4.00	4.00	4.00
5.00	4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	2.00	4.00	2.00	3.00	4.00	4.00	4.00	5.00	4.00
5.00	3.00	5.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
3.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00
2.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	5.00	3.00	5.00	3.00	5.00	5.00
4.00	5.00	5.00	4.00	5.00	3.00	5.00	4.00	5.00	5.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	3.00	4.00	3.00	4.00	4.00	3.00	4.00	3.00
4.00	4.00	5.00	4.00	5.00	4.00	3.00	5.00	1.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00
4.00	4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	4.00
2.00	4.00	5.00	4.00	1.00	2.00	4.00	5.00	5.00	5.00
5.00	3.00	3.00	4.00	3.00	2.00	5.00	5.00	5.00	4.00
4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
3.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00
4.00	3.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00
4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00
4.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00
3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00
#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00
5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00
4.00	4.00	3.00	3.00	5.00	3.00	3.00	3.00	3.00	3.00
5.00	4.00	5.00	5.00	3.00	4.00	5.00	5.00	5.00	5.00
3.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00
5.00	4.00	5.00	5.00	5.00	3.00	4.00	4.00	4.00	5.00
4.00	4.00	3.00	4.00	5.00	3.00	5.00	4.00	5.00	5.00
4.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00	4.00	5.00
4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5.00	3.00	5.00	2.00	4.00	3.00	4.00	3.00	4.00	3.00
5.00	4.00	5.00	4.00	3.00	4.00	4.00	5.00	5.00	4.00
3.00	3.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00
3.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00	3.00	4.00
4.00	3.00	5.00	4.00	3.00	3.00	3.00	3.00	3.00	3.00

VAR045	VAR046	VAR047	VAR048	VAR049	VAR050	VAR051	VAR00055	VAR00056
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	3.00	4.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	4.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	4.00	4.00	5.00	5.00	4.00	4.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
4.00	5.00	5.00	5.00	5.00	5.00	4.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	4.00	3.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	3.00	3.00	3.00	3.00	3.00	3.00	#NULL!	#NULL!
5.00	5.00	4.00	4.00	4.00	4.00	5.00	#NULL!	#NULL!
3.00	3.00	3.00	3.00	4.00	3.00	4.00	#NULL!	#NULL!
4.00	5.00	5.00	3.00	5.00	5.00	4.00	#NULL!	#NULL!
3.00	4.00	4.00	3.00	3.00	4.00	4.00	#NULL!	#NULL!
5.00	4.00	5.00	4.00	5.00	4.00	5.00	#NULL!	#NULL!
4.00	4.00	5.00	5.00	4.00	4.00	4.00	#NULL!	#NULL!
5.00	3.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
5.00	4.00	4.00	4.00	4.00	3.00	4.00	#NULL!	#NULL!
4.00	4.00	5.00	4.00	5.00	4.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
4.00	3.00	3.00	3.00	3.00	3.00	3.00	#NULL!	#NULL!
5.00	4.00	4.00	5.00	4.00	5.00	4.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
4.00	5.00	5.00	5.00	5.00	4.00	5.00	#NULL!	#NULL!
3.00	3.00	4.00	4.00	3.00	3.00	3.00	#NULL!	#NULL!
5.00	5.00	4.00	4.00	5.00	5.00	4.00	#NULL!	#NULL!
4.00	3.00	4.00	4.00	3.00	3.00	3.00	#NULL!	#NULL!
4.00	4.00	3.00	4.00	4.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
3.00	4.00	4.00	4.00	4.00	4.00	3.00	#NULL!	#NULL!
3.00	3.00	3.00	3.00	3.00	3.00	3.00	#NULL!	#NULL!
5.00	5.00	4.00	4.00	5.00	5.00	3.00	#NULL!	#NULL!
3.00	3.00	1.00	4.00	5.00	5.00	3.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
4.00	5.00	4.00	4.00	5.00	5.00	4.00	#NULL!	#NULL!
3.00	3.00	3.00	3.00	3.00	33.00	3.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	5.00	5.00	4.00	4.00	5.00	4.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	3.00	4.00	3.00	#NULL!	#NULL!
5.00	4.00	4.00	5.00	5.00	4.00	4.00	#NULL!	#NULL!
5.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
5.00	5.00	5.00	4.00	4.00	5.00	4.00	#NULL!	#NULL!
5.00	5.00	4.00	5.00	5.00	5.00	4.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	5.00	4.00	#NULL!	#NULL!
4.00	4.00	2.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!
4.00	3.00	3.00	4.00	4.00	3.00	3.00	#NULL!	#NULL!
4.00	3.00	4.00	4.00	3.00	4.00	3.00	#NULL!	#NULL!
4.00	5.00	4.00	5.00	5.00	5.00	3.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	#NULL!	#NULL!
5.00	5.00	5.00	5.00	4.00	4.00	4.00	#NULL!	#NULL!
3.00	3.00	4.00	4.00	4.00	4.00	4.00	#NULL!	#NULL!

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3.00	4.00	4.00	4.00	5.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	5.00	5.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
4.00	4.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	4.00	4.00	4.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	4.00	5.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	3.00	5.00	5.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	5.00	4.00	3.00	5.00	4.00	$NULL!	$NULL!
5.00	4.00	4.00	5.00	5.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
3.00	4.00	4.00	4.00	5.00	4.00	5.00	$NULL!	$NULL!
5.00	4.00	5.00	3.00	3.00	3.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
3.00	4.00	3.00	4.00	3.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
3.00	3.00	3.00	3.00	3.00	3.00	3.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	3.00	4.00	4.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	4.00	4.00	4.00	$NULL!	$NULL!
$NULL!	$NULL!	$NULL!	$NULL!	$NULL!	$NULL!	$NULL!	$NULL!	$NULL!
5.00	4.00	4.00	4.00	4.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	5.00	4.00	5.00	4.00	$NULL!	$NULL!
3.00	3.00	3.00	3.00	3.00	3.00	3.00	$NULL!	$NULL!
5.00	4.00	4.00	4.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	4.00	4.00	4.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	4.00	4.00	4.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
4.00	4.00	4.00	4.00	5.00	4.00	4.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	4.00	4.00	5.00	$NULL!	$NULL!
4.00	4.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	1.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	5.00	5.00	5.00	5.00	5.00	5.00	$NULL!	$NULL!
5.00	4.00	4.00	4.00	5.00	5.00	5.00	$NULL!	$NULL!
3.00	3.00	3.00	3.00	3.00	3.00	3.00	$NULL!	$NULL!

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